REPORT RESUMES

ED 010 929 EC 000 076

AN INVESTIGATION OF THE TERMINAL PUBLIC SCHOOL SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS. SECOND YEAR REPORT.

BY- HARVEY, JASPER AND OTHERS
ALABAMA UNIV., UNIVERSITY

PUB DATE AUG 63
EDRS PRICE MF-$0.45 HC-$10.80 270P.

DESCRIPTORS- *MENTALLY HANDICAPPED, *VOCATIONAL REHABILITATION, *CURRICULUM DEVELOPMENT, *SPECIAL EDUCATION, *WORK EXPERIENCE PROGRAMS, TEACHER EVALUATION, PROGRAM EVALUATION, STUDENT EVALUATION, VOCATIONAL EDUCATION, SPECIAL CLASSES, UNIVERSITIES

THIS REPORT DESCRIBES THE SECOND YEAR OF OPERATION OF A NATIONALLY FUNDED 3-YEAR RESEARCH AND DEMONSTRATION PROJECT ON THE SPECIAL EDUCATION AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED, YOUNG ADULTS. TWELVE DEMONSTRATION CLASSES WERE GRADUALLY ESTABLISHED IN AN ATTEMPT TO (1) DEMONSTRATE HOW COOPERATING AGENCIES MIGHT ASSIST IN AN ORGANIZED PROGRAM OF TERMINAL EDUCATION AND REHABILITATION, (2) DEVELOP APPROPRIATE CURRICULUMS FOR SUCH PROGRAMS, (3) DEVELOP USEFUL PROCEDURES FOR VOCATIONAL REHABILITATION COUNSELORS WITH SUCH CLIENTS, (4) IDENTIFY FACTORS CONTRIBUTORY TO SUCCESS OR FAILURE IN SELECTION, TRAINING OR PLACEMENT, AND (5) FOLLOW UP CLIENTS SYSTEMATICALLY TO EVALUATE PROGRAM SUCCESS. FROM REPORTS DURING THE SECOND YEAR, SOME 13 TRENDS APPEARED. THESE ARE LISTED AND DISCUSSED IN DETAIL. FIVE WORK CONFERENCES OF THE PROJECT STAFF HELD DURING THE YEAR WERE EVALUATED. THE EVALUATIVE PROCEDURES BEING DEVELOPED FOR THE 12 INDIVIDUAL PROJECTS WERE EXAMINED. SAMPLE FORMS FOR ALL PHASES OF THE PROGRAM ARE INCLUDED. IN ADDITION, EVALUATIONS OF ALL PERSONNEL INVOLVED IN THE PROJECT ARE INCLUDED. (DF)

ED010929

Second Year Report

Vocational Rehabilitation Administration Research and Demonstration Grant

Project No. RD-842

AN INVESTIGATION OF THE TERMINAL PUBLIC SCHOOL SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS

EC 000 046

Project Director: Jasper Harvey, Ph.D.

Associate Director: Frank McMillan, M.Ed.

Coordinator: Ladean Embry, M.A.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNIVERSITY OF ALABAMA

August, 1963

Second Year Report

of a

Vocational Rehabilitation Administration Research and Demonstration Grant

Project No. RD-842

AN INVESTIGATION OF THE TERMINAL PUBLIC SCHOOL SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS

Project Director: Jasper Harvey, Ph.D.
Associate Director: Frank McMillan, M.Ed.
Coordinator: Ladean Embry, M.A.

UNIVERSITY OF ALABAMA
August, 1963

FOREWARD

This report is a second year report of a three year investigation authorized as Project Number RD-842, Vocational Rehabilitation Administration Research and Demonstration Grant Program, United States Department of Health, Education, and Welfare, Vocational Rehabilitation Administration. The title of the project is as follows:

An Investigation of the Terminal Public School
Special Class Curriculum and Environment
and Vocational Rehabilitation of
Mentally Retarded Young Adults

This portion of the major project was completed August 31, 1963, in the Department of Special Education, College of Education, University of Alabama, University, Alabama, by Dr. Jasper Harvey, Associate Professor and Chairman of Special Education, Mr. Frank McMillan, Instructor of Special Education, and Mrs. Ladean Embry, Project Coordinator.

ACKNOWLEDGMENTS

Many individuals have made important contributions to this second year of the Research and Demonstration Project. Special thanks should be extended to Mr. O. F. Wise, Director, Division of Rehabilitation and Crippled Children, and to Mrs. Alpha Brown, Consultant, Program for Exceptional Children, both of the State of Alabama Department of Education, for their guidance and professional advice during the planning stages of this project and during its first and second years of operation. Without the contribution of each liaison and area Rehabilitation Counselor and Supervisor, each of the local facility managers, each of the project teachers, and Mrs. Ladean Embry, Project Coordinator, this second year could not have been completed.

It would not have been possible to complete the second year of the study without the excellent continued cooperation of the nineteen City and County Superintendents of Education, their respective Boards of Education, Supervisors, and Principals of local schools to which the project classes were attached. The cooperation of the Selma City Schools and the Superintendent in allowing the continuation of the Selma Pilot Class has been of tremendous benefit and was most appreciated.

Continued appreciation is extended to Mrs. Claudine Wasson for her advice on concepts for the curriculum. Mrs. Wasson served as teacher, Selma Pilot Class during the time of its existence, 1960-63.

Particular thanks should be extended to Mrs. Faye Summers who typed this manuscript and who has served as Project Secretary, 1961-63. Her continued assistance and patience have been appreciated by each of us concerned with this project.

TABLE OF CONTENTS

Chapter Page

I. BACKGROUND AND OVERVIEW OF THE RESEARCH AND DEMONSTRATION PROJECT. 1

II. A. RECOMMENDED APPROACH TO CURRICULUM PLANNING. 5

B. EXPANDED CONCEPTS OF CURRICULUM PLANNING. 9

C. CURRICULUM CHANGES AND TRENDS. 11

III. DESCRIPTIONS OF WORK-CONFERENCES 22

Work-Conference VI. 22

Work-Conference VII 35

Work-Conference VIII 39

Work-Conference IX 41

Work-Conference X. 43

IV. PROJECT TRENDS. 45

A. Orientation of Curricula. 45

B. Samplings of Week of Activity 46

C. Report on Persons Served Or Rehabilitated. 48

D. Report to Superintendents. 49

E. Report to Parents. 50

F. Narrative Curriculum Reports. 51

V. EVALUATIVE PROCEDURES FOR INDIVIDUAL PROJECT UNITS. 63

Anniston. 64

Birmingham. 73

Decatur. 87

Dothan. 103

Florence. 113

Gadsden. 124

Chapter Page

Huntsville. 136

Jasper. 159

Montgomery. 165

Opelika. 173

Selma. 184

Tuscaloosa. 205

VI. EVALUATIONS OF PERSONNEL. 217

A. Teacher Evaluation.. 217

B. Self-Inventory: Research and Demonstration Teachers. 220

C. Personnel Opinion of Central Staff Personnel. 221

D. Teacher Opinion of Vocational Rehabilitation Counselors and Workshop/Facility Directors. 223

APPENDIX A. 225

APPENDIX B. 243

APPENDIX C. 253

APPENDIX D. 254

APPENDIX E. 261

CHAPTER I

BACKGROUND AND OVERVIEW OF THE RESEARCH AND DEMONSTRATION PROJECT

Since the beginning of the Program for Exceptional Children in Alabama in 1955, as established by Act No. 249, H. 300-Dawkins, Hall, Goodwyn, Regular Session, 1955, and the subsequent establishment of classes for educable mentally retarded children and youth, there has been a growing awareness of the need for carefully articulated planning between the Program for Exceptional Children and the Division of Rehabilitation and Crippled Children of the Alabama State Department of Education. There have existed unusually close working relationships between those two areas within the Department, with that cooperation extending down to the local levels of special education and rehabilitation. As the needs for professional vocational counseling grew, it became apparent that some method needed to be devised to enable the local Rehabilitation Counselor to meet those needs in as economic manner as possible in relation to the actual time factor given to potential clients.

In September, 1960, the Selma City Schools in cooperation with Vocational Rehabilitation and the local Civitan Training Center established a class in the Training Center. That class served as a pilot for this project, and concluded its third year of operation in June, 1963. In following the progress of that class, it seemed feasible to propose a project for consideration under the Vocational Rehabilitation Administration's Research and Demonstration grant program. Planning was begun to establish demonstration projects in selected rehabilitation facilities in cooperation with the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children of the Alabama State Department of Education, local city and county boards of education, local rehabilitation facilities, and the College of Education of the University of Alabama. Conferences were arranged in twelve areas of the state where there were existing rehabilitation facilities. Agreements were reached so that demonstration projects could be established in eleven areas. As the project developed only ten project classes were initiated due to the unavailability of a qualified teacher for one class. In addition to establishing the ten demonstration project classes, the purposes of the project are to demonstrate how cooperating agencies may assist in an organized program for the terminal education and rehabilitation of the mentally retarded; to develop curricula for mentally retarded young adults which consider the rehabilitation process as an integral and inseparable function; to develop a procedure which will be useful to the vocational rehabilitation counselor in his work with mentally retarded young adults; to identify factors which seem to contribute to success or failure in selection, training, and placement of mentally retarded young adults; and to make a systematic follow-up on pupil-clients to determine the relative success of the program.

The Anniston project class was unable to open for the 1961-62 school year due to the inability of the cooperating systems to employ a teacher who met minimum qualifications for a teacher of the retarded as set forth in State Department of Education regulations. That unit was opened in September, 1962. It is not a project class, in the sense that it is considered an eleventh Research and Demonstration Project Class of this total project; however, the teacher receives all communications concerning the project, is included in all work conferences and makes the same reports to the project office as does each other project teacher. State and local rehabilitation personnel, the Consultant, Program for Exceptional Children, and personnel specifically responsible for this project at the University of Alabama are of the opinion that this procedure is in direct fulfillment of Purpose 2: To demonstrate how cooperating agencies may assist in an organized program for the terminal education and rehabilitation of the mentally retarded, and Purpose 4: To develop a procedure which will be useful to the vocational rehabilitation counselor in his work with the mentally retarded young adult. It should be noted that all costs incurred are paid from local sources and are not included within the current year obligations of this project nor within the grant period for the 1963-64 project year.

Each pupil-client's participation in this project is in one special class workshop setting within a rehabilitation facility. The workshop manager, teacher, rehabilitation counselor, and all other needed personnel are afforded the opportunity to know intimately the strengths and weaknesses of each pupil-client in terms of the primary objective of the project which is evaluation and establishing of a vocational objective for each pupil-client where possible.

Selection of pupil-clients has been recognized as a critical factor since the initiation of the project. For the first project year, pupils considered for the project were within the chronological age range of 15-21 and intelligence quotient range of 50-75. After the review of project activities and progress by Mr. Glenn B. Calmes, Assistant Regional Representative, Atlanta Regional Office of Vocational Rehabilitation, Mr. O. F. Wise, Director, Division of Rehabilitation and Crippled Children, Mrs. Alpha Brown, Consultant, Program for Exceptional Children and the Project Director met to make revisions in keeping with those recommended as a result of that review. The original criteria for admission were changed to read: "Those selected for admission to project classes shall be within the chronological age range 16-21 and intelligence quotient range of 50-75. In cases termed borderline it should be the discretion of the committee to make final recommendation for placement. To meet Vocational Rehabilitation requirements and Program for Exceptional Children requirements, any youth who places below 50 intelligence quotient points or above75 shall be reported in writing to the project office as accepted for placement, with records reflecting the reason or reasons for deviating from the 50-75 range." Concerning the change from the minimum chronological age of 15 to a minimum age of 16, the standard was not made retroactive, therefore, any youth who then was included within any project class and who had not reached his or her 16th birthday was continued as a pupil-client. That change was based upon experience gained from the initial years operation of the project. It has become increasingly evident that even acceptance at 16 chronological years likely would require a lengthy process with the possibility that certain pupil-clients would become discouraged prior to reaching a vocational objective within the projects stated time of three years. The original application, under Organizational Structure and Procedures to be Followed, stated: "The initial six months of the program will be an evaluation period for determining behavioral and attitudinal characteristics of each pupil-client and the determination of academic assets and liabilities which he presents. During that period, the teacher also will be drawing from the workshop items for exploratory work; i.e., work samples and simple home mechanics as a beginning of evaluation for determining the rehabilitation potential for each pupil. Each student's program will become increasingly related to his needs from the vocational aspect. At the end of the initial six months period the local evaluation committee will evaluate the progress of each pupil-client. Insofar as is possible, classification or recommendation will be made within these four categories:

1. Client cannot profit sufficiently from further training or experience to justify his remaining in project special class;
2. Client has potential for training and employment only under workshop conditions;
3. Specific recommendation made for vocational training in an objective available in the facility; or
4. Client is considered a candidate for on-the-job training, training at one of the trade schools, or other type of training and placement outside the workshop."

A fifth category was added at the suggestion of Mr. Louis R. Schubert, Regional Representative, Atlanta Office of Vocational Rehabilitation. That category reads as follows: Pupil-client appears to have sufficient potential to warrant "adjustment training" in the workshop for the purpose of developing more personal, social, and work maturity essential to the termination of a specific vocational objective. There will be no deviation from the above stated plan except under the following conditions:

> The Alabama State Plan for Vocational Rehabilitation (Appendix A) allows an individual to be kept on continued re-evaluation, with more specific terminal time noted. The general statement indicates a nine months period as feasible, with an additional period permitted with justification. As in the original proposal, the initial six months evaluation will stand. To meet the nine months criterion each pupil-client shall be evaluated at the end of the next three months period. Should the decision be made to continue a pupil-client within the status of "continued re-evaluation" after the initial nine months, re-evaluation is required every three months thereafter. The initial six months evaluation and each three months evaluation shall be reported in writing to the project office on a regular form furnished by that office.

Experience has continued to underscore the fact that the project teacher, the liaison rehabilitation counselor, and the workshop or facility manager, as well as others closely associated with the program, must be aware at all times that the primary objective of this project is evaluation and establishing of a vocational objective for each pupil-client where possible. Further recommendation has been made that since each pupil-client will be within the case load of the liaison rehabilitation counselor, the screening committee must rely on him to guide them concerning elibibility requirements. Each liaison rehabilitation counselor is a member of the local Admissions and Dismissals Committee, therefore, it is completely feasible to obtain advice on this point. The reasons for this change are self-evident:

1. The recommendation made by the counselor is based upon consultation with the total committee; and

2. There are vocational rehabilitation policies, State, Regional and National, which must be met. The rehabilitation counselor is the only member of the committee who is aware of those regulations.

The second year operation of this project indicated that there must be unqualified agreement among the project teacher, the liaison rehabilitation counselor, and the facility manager prior to a change in pupil-client status. The general availability of those three individuals for consultation indicates that when a pupil-client is ready for change, an agreement between those three is minimal, with such agreement being reached in conference. It has been urged that other committee members meet at such time; however, when such a total committee meeting was not possible, a verbal agreement either by telephone or by letter, was obtained. Each project teacher has served as secretary to the Admissions and Dismissals Committee. It has been his/her duty to inform the chairman of the need for meeting. Each meeting of a committee, in whole or in part, has been written up as minutes and kept as a permanent record. The Admissions and Dismissals Committee acts in two specific areas:

1. Evaluation of eligibility and feasibility as a potential pupil-client; and

2. Evaluation for a specific objective within the five categories outlined under Organizational Structure and Procedure to be Followed.

Each project class, during the first year's operation, was proposed to include a minimum and a maximum number of eight pupil-clients. That limited enrollment was predicated on the necessity of establishing, where possible, a guide for recommending an optimum number of pupil-clients for project classes. It has been found that a professionally trained teacher who has had experience with retarded youths and whose classroom milieu is one of acceptance, may work well with fifteen pupil-clients. It should be added that under Alabama regulations, fifteen is the maximum number permitted in any class for retarded children or youths. Experience with project classes also has continued to indicate that an equally qualified and experienced teacher whose pupil-client load includes those with moderately severe physical disabilities can work adequately with only a maximum number of eight pupil-clients.

The local liaison rehabilitation counselor continues to be the responsible individual for coordinating community efforts on behalf of the class in his area. That responsibility has been allocated through the State Agency. Working relationships within each project among the rehabilitation counselor, workshop or facility manager, and the project teacher, have been established so that responsibility for local contacts may be shared; however, the designated responsibility is that of the liaison rehabilitation counselor.

This project continues to be viewed as a feasible approach to community and State cooperation to provide a terminal program which will meet the academic and rehabilitation needs of a special group of mentally retarded young adults. The change of the minimal chronological age from 15 to 16 is further indication that the methodoloty of this project is not construed as being a way of relieving the local public school of its responsibility for providing a terminal program for the upper age mentally retarded youths. Each project teacher continues to be a member of a regular faculty assigned to a specific school, but with teaching and program responsibilities centered at a rehabilitation facility.

CHAPTER II

A. RECOMMENDED APPROACH TO CURRICULUM PLANNING

An expressed purpose of this project is to develop curricula for mentally retarded young adults which consider the rehabilitation process as an integral and inseparable function of the terminal public school special class curriculum and environment. Those curricula are to consider mentally retarded young adults whose chronological age range is 16-21 and whose intellectual quotient range is 50-75. The plural designation, "curricula," is used in that the ten units included within this project are in widely divergent areas of Alabama. Each project teacher is responsible for orienting the curriculum in that particular project class to (1) cultural background, (2) type of facility, (3) physical disabilities of pupil-clients, (4) degree of retardation of pupil-clients, (5) prognosis of clients for actual work placement vs sheltered work-placement, (6) acceptance of the program in the facility and the community, (7) acceptance of program bythe pupil-clients themselves, and (8) rural, semi-urban, or urban milieu in which clients will be expected to function. The general concept of curriculum planning for this project is such that each project teacher gives specific consideration to the rehabilitation process as an integral and inseparable function of the terminal public school special class curriculum and environment.

The recommended approach to curriculum development is as follows:

Main Goal:	SOCIAL ADEQUACY
Sub Goals:	Personal Competence Vocational Competence Social Competence

Attainment of these sub-goals, and through them the main goal of Social Adequacy, depends upon the development of competencies in eleven areas. Those eleven areas are:

(1) Social and Emotional Security;
(2) Health and Safety Habits;
(3) Vocational Adequacy;
(4) Vocational Skills;
(5) Skills in Everyday Living;
(6) Motor Ability and Leisure-Time Activities;
(7) Using Language Skills;
(8) Number Skills and Concepts;
(9) Using and Understanding Practical Science;
(10) Using Arts and Crafts; and
(11) Using Musical Activities.

These eleven areas are not considered to be discrete units. They are areas which articulate with and overlap each other. It is highly probable that any given activity will meet criteria under two or more areas. Segmented descriptions follow of factors to be considered within each of the eleven areas. When full consideration is given to each of the eight factors noted in the above paragraph, each pupil-client would not necessarily be taken through all phases noted.

1. Social and Emotional Security. Self-direction in the community is begun at this level; however, it begins only after practice of self-control and self-direction within the room are established as extensions of the ability to function as an acceptable member of the class, workshop, and other areas of the facility. For some pupil-clients it will be necessary that they learn to make simple choices and decisions and abide by those choices and decisions. It is obvious immediately that such social and emotional security is developmental and is integral in each attempted task and situation in the class and workshop. Moral and spiritual values are considered, not in terms of value judgments and for the imposition of the value system of a particular teacher, but in terms of the social system inwhich the pupil-clients must live and function. The beginnings of self-evaluation in areas of social and emotional adequacies should be an early consideration, leading to increased self-direction and security in the job-setting. In this approach to curriculum at the terminal level, there is professional guidance, rehabilitation counseling, which augments intrinsic direction. These contribute to the personal and social competencies of the pupil-client and in turn make for a beginning socially adequate individual.

2. Health and Safety Habits. Exploratory work in this area is imperative. There may be instances where all pupil-clients in a project class will be at an advanced level. It is doubtful that such will be the case; therefore, it is recommended that the following areas be explored and reinforced: (1) personal health habits and routines, with habits raised to the "Why?" levels; (2) grooming and care of clothing, with attention given to "Why?"; (3) eating habits and consideration of nutrition; (4) manners presented at the "Why?" level; (5) consideration of personal safety rules, including understanding of traffic signals; (6) optimal use of all residual sensory modalities; (7) causes and prevention of common diseases, with attention paid to routine care and courtesy in management of a simple cold; (8) attention to feminine hygiene, where appropriate, (9) the "Why?" for adequate rest and sleep; (10) consideration of grooming and the various levels of acceptable grooming - in the pupil-client's home,in the project class, and in the community; (11) health and safety factors in relation to employment; (12) dress and grooming appropriate to employment settings at a realistic and practiceable level; and (13) consideration of dress and grooming for social settings within the pupil-client's expected level of functioning, with concomitant consideration of minimal social amenities for those situations.

3. Vocational Adequacy. This area articulates with and overlaps Vocational Skills. Many youths will have competencies in this area; however, the following should be evaluated: (1) ability to follow simple directions within the school environment; (2) work habits in school; (3) understanding of life in the neighborhood; (4) independent operation in the neighborhood; (5) knowledge of personal data; name, address, telephone number; (6) understanding of transportation in the community and state; (7) introduction to business through carefully planned field trips. As these are assessed and evaluated, there is beginning self-evaluation for vocational placement in terms of community job opportunities. Stress is placed on (1) independent use of transportation, (2) introduction to getting a job, (3) a continuation of field trips with emphasis on job opportunities, and (4) initial phases of professional evaluation are begun. As the pupil-client advances, the self-evaluative process is continued, along with training in budgeting of money, budgeting of time, and simple business accounting such as simple banking. Youths will begin to compare possible jobs, with consideration given to (1) kind, (2) hours, (3) wages,

(4) possibility for advancement, (5) procedures for securing certain jobs. Final phases consider actual professional evaluation, considerations of job problems with emphasis upon inter-personal relationships, making and adhering to a personal budget, and holding the job after securing employment.

4. Vocational Skills. Levels of attainment must be assessed. To do this, consider making of small objects, activities in cooking and dishwashing, cleaning, waxing, and polishing of classroom furniture and equipment. As these are attained, mending of clothes, sewing on of buttons, more complex household chores, more advanced cooking, woodwork, jewelry making, and leather work may be introduced. When these skills are established, consideration is given to electrical, metal, and wood repair work for the young men and to advanced household chores for the girls. Along with household chores, the girls would be introduced to use of simple patterns with skills developed as accomplished.

5. Skills in Everyday Living. Careful assessment is necessary in this area. No assumption should be made as to attainment of skills in this area. Consideration should be given to (1) kinds and use of personal clothing, (2) use and care of the house where the pupil-client lives and expand to types, care, and use of houses, (3) family members and their functions, (4) simple instruction in foods—such as learning of labels, (5) how we get food. As the above levels are attained, consideration is given to (1) child care, (2) repairs in and around the house, (3) yard care, (4) preparation and serving of foods, (5) beginning to assume family membership responsibilities, and emphasize personal and family budgeting and banking. Final phases give attention to planning, buying, preparing, and serving of food; selection, purchase, and care of clothing; family living and its necessary relationships. A final review of budgeting is worked through as a most necessary skill in everyday living.

6. Motor Ability and Leisure-Time Activities. Assessment of physical skills required for ordinary games, dramatic presentations, active games, role playing, activities with large and small equipment and use of record player would be the first considerations. As these are accomplished, looking at magazines and books, use of smaller objects such as pictures and table games which require finer muscle and finger activites are required. Ability to run, jump, skip is assessed and those able to participate in active group games are provided the opportunity to participate. Dramatics, parties, and individual sports are planned as a part of the curriulum. The final phase is use of community and area recreation facilities. These last areas may be incorporated in a field trip on an extended basis.

7. Using Language Skills. This area is one of the most critical, and as such, it is imperative that it would be approached from a developmental context. These areas would be assessed, and where not established, included as a part of the curriculum: (1) auditory discrimination; (2) auditory perception of initial sound; (3) ability to perceive rhyming words; (4) tracing basic symbols with a pattern; (5) visual discrimination of likeness and difference and at many levels of difficulty; (6) beginning sight vocabulary; (7) writing name with a pattern; (8) learning names of days of week; (9) use of experience charts, It would be hoped that the above areas would be established for most of the youths considered in this project; however, again it is stressed that where not actually established, they are to be included in planning prior to moving to the next areas. The next areas to assess and include, where needed, are: (1) incidental

reading; (2) cooperative group work on writing experience stories; (3) read experience stories with use of charts and with transcription into books for the upper aged; (4) introduction to functional spelling with no requirement to spell words which cannot be read; (5) the development of use of picture clues; (6) develop sight vocabulary; (7) seeing of whole figures; (8) parts and missing parts; (9) a continuation of development of reading skills, word recognition; (10) reading for information; (11) writing and spelling of functional words; (12) development of sentences and paragraphs; (13) introduction to writing simple business letters, and (14) use of and understanding of current events. As the above are developed, attention is given to: (1) reading at leisure time, with comprehension stressed; (2) writing for information in social,business and personal situations. There is need for expansion in each area as it is established.

8. Number Skills and Concepts. As in Using Language Skills, above, this area must be approached from a developmental context, based upon needs of pupil-clients. Each youth would be assessed as to skills and concepts and curriculum planning focused to develop and reinforce them. Attention should be given to the following: (1) begin writing numbers 1 through 10 with a pattern after establishing ability to count by rote to 10, (2) enumerate objects to 6, (3) sort number concept cards in sequences such as 1-2-3, 2-3-4, 3-4-5, 4-5-6, (4) recognize stick pictures to 6, (5) Place numeral cards, dot cards,stick picture cards, and pictured object cards in sequence, 1-10; (6) identify objects in isolation, 1-10, (7) personal data: age, birthdate, telephone number, home address, (8) count by rote to 20, (9) begin development of number vocabulary, (10) identify coins, (11) identify number coming before or after a number, (12) begin with simple concrete addition and subtraction to 10, with addition and subtraction facts taught concurrently, (13) begin counting to 60 by 5, (14) introduction to telling time, (15) concepts of time: morning, afternoon, night, yesterday, tomorrow, hours of the day, (16) introduce use of symbols and their writing, (17) making of change, As these are established, and it is to be expected that many of the youths with whom we are concerned will have some of them and will need reinforcement or specific teaching, progress to: (1) the vocabulary of arithmetic, (2) addition and subtraction, (3) multiplication and short division, (4) use of time clocks in work situations, (5) ability to use money values: dollars and cents, (6) banking, (7) arithmetic in vocational contexts, (8) counting to 100 by 2's and by 5's, (9) continue reinforcement of changing money, (10) continue reinforcement of writing and use of number symbols, (11) begin use of Roman numerals to 20. As these are established, expand and reinforce each and apply to problems in experience and in contrived situations. It is emphasized that concepts must be developed along with skills. The skills are of little if any value without the knowledges and understandings necessary for their use.

9. Using and Understanding Practical Science. Develop more understandings and concepts around (1) things that grow, (2) weather, and its changes, (3) foods and their sources, and (4) greater awareness of nature around them. As the above areas are expanded, questions of "how?" "who?" "where?" and "why?" are explored, (5) youths create interest centers, (6) understanding of current science, (7) practical concepts and understandings of things about us, (8) science in relation to jobs open to these youths. It should be noted that this area articulates with each of the other areas and the questions noted in (4) above, should be encouraged and developed.

10. Using Arts and Crafts. As conceptualized in this approach to curriculum, arts and crafts are overlappings in each of the other areas. They are not used in isolation and as "busy work." The approaches are infinite. Some of the materials and techniques may be: (1) crayons, (2) finger paints, (3) tempera, (4) clay modelling, (5) cutting and pasting, (6) weaving strips of paper, (7) making party favors, (8)use of ceramic clay, (9) raffia, (10) mosaics and tiles, (11) colors and their harmony, (12) making shelves and other wood activities, (13) relate to items listed under vocational skills, (14) refinishing of furniture along with various finishes, (15) making place mats and napkins, (16) relate to leisure time activities, both for males and females, (17) charcoals, (18) various other media. Use of certain materials almost are without the economic frame-of-reference of these youths. Selection of materials should give full consideration to the youth's ability to purchase and continue these away from the workshop and project class.

11. Using Musical Activities. Listening skills are involved in this area. Activities may be self-initiated or teacher initiated. Singing and action games involving music may be employed, along with square dancing and folk dancing. Social dancing may be used, where the community does not have values which prohibit its teaching. Music appreciation may be used, however, on a level appropriate to the youths with whom you are working. The primary thing to remember, you may have to accept their twist and bop prior to their accepting your value judgments concerning "good" music.

B. EXPANDED CONCEPTS OF CURRICULUM PLANNING

The approach to curriculum planning for the upper age mentally retarded youth considered in this project places major emphasis upon the rehabilitation process as an integral and inseparable function of the terminal public school special class curriculum and environment. The main goal of SOCIAL ADEQUACY, with sub-goals of (1) personal competence, (2) vocational competence, and (3) social competence, is stressed.

The evolving curricula for the project classes during the second year of operation seemed to indicate certain trends in philosophy, goals and in the planning, self-confidence, and initiative manifested by project teachers. Curriculum activities within the classroom and workshop of a given facility place emphasis upon fundamental concepts of working with the mentally retarded. Those concepts are: (1) accepting the fact that mentally retarded young adults have varying deficits in perceptual and intellectual abilities which influence the development of self-concept and impinge upon ability to differentiate his own needs from the demands of the world of reality; (2) effort is made to provide an environment in which each pupil-client may begin to view his community as a place which is not excessively threatening and as one which does not exist primarily for his own need satiation; (3) pupil-clients are helped to substitute a modicum of future gratification for immediate plans in learning to control certain environmental factors to abet his ability to master reality, i.e., waiting until job placement has been effected prior to marrying; (4) emphasis is placed on social adequacy in each area within which the pupil-client must compete, thereby aiding in the development of a "social conscience" which helps to eliminate frustrations and anxieties that serve as foundations for emotional overlays, i.e., social experiences which tend to resolve conflicts and frustrations arising from lack of social acceptance in various activities; (5) each experience within the classroom and workshop as well as within a job training or job placement setting is designed,insofar as possible, to alleviate anxiety, i.e., emphasis is placed upon such an environment due to the disparity between aspirational and achievement levels for the retarded youth which frequently lead to debasing self-concept; (6) planned daily programs within the classroom and workshop give emphasis to assessment, reassessment, evaluation, and re-evaluation within the current level of adjustment for each pupil-client; (7) curricula are based upon the inter-relationships of objectives, balance of learning experiences with their attendant adjustments and inter-personal relationships which place emphasis upon job placement potential; (8) the curricula are not remedial in concept, but are well-defined learning experiences orientated to daily living and work activities which allow for a choice of material, methods, and techniques, which implement the desired educational objectives of self-realization, human relationships, economic efficiency, and civic responsibility; and (9) the "Unit of Experience Method" is used consistently to incorporate learnings and activities of social and civic experience.

To augment and implement the above noted concepts, specific activities are planned to initiate and develop as lucid a self-concept as is possible for the retarded and to assist him in overcoming his continued dependancy status. Stress is placed upon a realistic acceptance of self and adjustment to the world of work in which he must function. It should be noted that the desired educational objectives for the mentally retarded, self-realization, human relationships, economic efficiency, and civic responsibility, as outlined by the Education Policies Commission of the National Education Association, are the same as for any youth. Learning experiences for the retarded are based upon adjustment and achievement with greater consideration given to (1) occupational training, and (2) vocational guidance, training, and placement. Within the "Unit of Experience Method" daily activities, as noted in project teacher's weekly reports, have been indicative of a higher level of cohesiveness and constantly improving interpersonal relationships between project and workshop personnel and pupil-clients. Careful articulation of activities between the project classroom and work activities and assessments, along with cooperative evaluative procedures and techniques, have formulated compatible relationships which implement ease of transition for the pupil-client from classroom to workshop to job-training to job placement.

The emphasis upon assessment, reassessment, evaluation and re-evaluation of each pupil-client's assets and liabilities seems justifiable since those assessments and reassessments are longitudinal and are the shared responsibility and objective for the project teacher, workshop manager and instructors, and the liaison rehabilitation counselor. Five areas are considered: (1) physiologic, (2) psychologic, (3) personality factors, (4) academic achievement, and (5) attitudes, interests, and skills. Particular attention is devoted to each pupil-client when there is an awareness of need in any of the above noted areas.

For the initial year of this project, a highly structured method of curriculum reporting was required. Since the project teachers, as a group, indicated that that method of reporting restricted them in describing activities and units, a narrative type of reporting was instituted for the second project year. Examples of those two types of reporting are found in Appendix B. The second year's style of reporting, a subjective explanatory type of reporting, seemed to allow for more flexibility and a more precise, creative description of the given project class's activities and units of experience. Narrative reports were required on a weekly basis; however, project teachers were not restricted to a time limit in reporting learning activities, that is, reporting of an activity or unit of experience over a period of weeks was allowed and encouraged, although weekly reports were required. The Associate Project Director read and evaluated each teacher's weekly curriculum report and made suggestions and criticisms where indicated. Assessment of the reports seemed to denote a continuing high level of motivation, adequate preplanning of activities, and follow-up evaluation, while at the same time they exemplified group dynamics, habit, attitudes, and cooperative endeavor. Such an approach to curriculum reporting afforded project teachers opportunity to relate concepts of curriculum planning in a readable, realistic manner with due consideration being given to pupil-client's interests, "common learnings," cooperative planning, problem solving, and sequential development. Discernable trends are traceable throughout a project curriculum—trends of identifying and classifying needs of mentally retarded young adults and methods for meeting those needs. Those may be classified in broad areas of (1) establishing personal relationships within the family, within his own sex group, with the opposite sex, (2) establishing self-concepts and independence, (3) understanding the behavior of his peer group and that of the adult members of his social milieu, and (4) finding a place within society in terms of social acceptance, ability to allow others the privilege of divergent opinions, and initial intrinsic motivation to earn a livelihood.

C. CURRICULUM CHANGES AND TRENDS

As curriculum reports have been evaluated throughout the project year, some thirteen trends have appeared. Those may be stated as:

1. More emphasis has been placed on social skills, including social activities, per se.
2. More emphasis has been placed on evaluations and how to use them.
3. More emphasis has been placed on pre-vocational and vocational adjustment.
4. Improved teaching techniques and methods have evolved, as will be shown by units included within this section.
5. Personal cleanliness and health has had greater emphasis.
6. Daily living activities in terms of specific skills used in everyday living have received emphasis.
7. Male-female relationships, family relationships, and other interpersonal relationships recurr again and again throughout curriculum reports.
8. More articulation and integration of project classes with the community and its activities have been forthcoming.
9. Emphasis has been placed upon a public relations program to create public and community interest.
10. A greater understanding of project goals and how to effect them has been manifested.
11. Corrleation between classroom and workshop activities has improved greatly.
12. Emphasis has been placed upon work experiences.
13. Guidance in terms of social and emotional security has been stressed. That has included both parental and pupil-client guidance.

These thirteen trends have appeared again and again and have been emphasized and reemphasized in units and activities within each project class. There is no possible way to demonstrate effectively actually what is happening in terms of curriculum in each project unit. Four areas seem to have received major emphasis: (1) development of social and emotional maturity; (2) vocational adequacy; (3) vocational skill; and (4) developing and understanding of skills necessary for everyday living.

Any one of the multiplicity of properly planned units or activities used by various project class teachers during the second year could be listed under any of the eleven headings noted in the first section of this chapter. Two units seem to be sufficiently different that their inclusion is warranted. One unit, a part of a project to survey a community for job opportunities with specific notation as to industry is reproduced. The industry considered is the diary. That unit was planned and executed within the framework of the Selma Pilot Project. The other unit, "Bowling for Learning," also is an illustration of the use of the recommended approach to curriculum planning which includes the subgoals of personal competence, vocational competence, and social competence, and which build toward the main goal of social adequacy. Those units are reproduced in Appendix B.

Five of the eleven areas of the recommended approach to curriculum development for this project-vocational adequacy, vocational skills, using language skills, number skills and concepts, and using musical activities-permeate each of the remaining six areas so completely that it would be redundant to list specific activities under those headings. Units which brought out specific learnings in social and emotional maturity, skills in everyday living, motor ability and leisure time activities, using and understanding practical science, and using arts and crafts are discussed below. It is stressed that these illustrations have come from curriculum reports made by the ten project teachers, the Anniston Class Teacher, and the Selma Pilot Project Teacher. Space does not permit more than a succinct summarization of activities illustrative of each of the areas.

SOCIAL AND EMOTIONAL SECURITY

Open House

1. Planning for parents and guests
2. Assumed duties: cook, host, hostess, guest book, chairman of program, master of ceremonies
3. Planning menu
4. Figuring cost
5. Purchase of foods, plates, cups, napkins
6. Writing invitations
7. Preparation of refreshments
8. Decorations

A Hayride *

1. Planning Activities: Who, When, how, where, menus, cost
2. Appropriate clothing for such leisure activities
3. Miles-round trip, cost of transportation
4. Letters of "thanks" to proper persons
5. Planning and purchase of necessary foods
6. Preparation of "cook-out" foods
7. Bulletin board depicting the hayride

*The pupil-clients voluntarily placed a sign over the truck top which read "______________Special Class Hayride" indicating complete self acceptance.

A Skating Party

1. Pre-planning as to when, how to go, location of rink, cost
2. Actual visit to skating rink: paying for ticket, instructions
3. Follow-up by visit to home of teacher for refreshments (which they prepared.)

There is a feeling among the teachers of the project that this type of activity is a vital and necessary part of any curriculum.

"Bill's New Job"

Visit to class for 1/2 day by former member of class motivated the following activities.

1. Personal description of job: requirements, salary, routine, responsibilities, employer-employee relationships.
2. Importance of certain personal characteristics to hold a job: honesty, dependability, punctuality, good grooming.
3. Individual boys' assertions of job satisfaction and why it met his needs.
4. Evaluation of "learnings" within climate of classroom that assisted him to hold the job.

A Picnic

1. Planning where to go, whom to invite, transportation, cost.
2. Writing letters to invite guests.
3. Planning menu and preparing food.
4. Assuming delegated responsibilities for picnic.
5. Making rules for conduct and safety.
6. Games to play.

Dinner with the Alpha Xi Delta Sorority

1. Learning how to accept formal invitations.
2. Behavior at a formal or semi-formal dinner.
3. Proper dress for social functions.
4. The way to carry on acceptable conversations.
5. Personal problems: what to wear, what silver to use.
6. Evaluation of pupil-clients in a totally new environment.

HEALTH AND SAFETY HABITS

Summer Safety

1. Camping
2. Swimming
3. Driving
4. Playing games (tennis, baseball, and others)
5. Water skiing

(Each of the above was treated as a unit emphasizing safety measures)

Safety

1. Orientation into workshop: personnel, rules
2. Specific safety rules of shop compared with other centers
3. Safety and insurance
4. Results of accidents
5. Learning to read safety signs, understand their meaning, and reasons for signs
6. Use of emergency numbers in telephone directory.
7. Safety at home and around the house.

Civil Defense

1. Obtaining information relative to evacuation routes of city and reasons for such routes.
2. Information relative to "Fall Out."
3. Bomb shelters: construction of, how to use, safety in, provisions for shelters
4. How to make home preparations: food, water, first-aid materials.
5. The dangers of "Fall Out."

Personal Hygiene

1. Care of the hair, teeth, nails.
2. Actual demonstrations of methods to care for body.
3. Purchasing articles to use, prices, savings, economy.
4. Charts showing need for, best methods, proper materials, tab or check on weekly shampoos, daily brushing of teeth.
5. Provisions for daily showers if needed.

SKILLS IN EVERYDAY LIVING

Cooking School (Community-Child Guidance Center)

1. "Man in the kitchen" - assuming responsibilities
2. Cooperation of family members for certain duties
3. Jobs to be done around the house
4. How to do certain jobs at home: cleaning, washing dishes, cooking, yard care, laundry, etc.
5. Actual preparation of foods and meals.

"Moving Day"

1. Motivation: Class moving into a new physical plant
2. Reasons why people move.
3. How to obtain "movers"
4. How to pack (furniture, dishes, clothes)
5. How to get utilities turned on.
6. Cost of moving
7. Methods of moving: self, commercial, neighbors or friends.
8. Safety in moving.

Use of Coin-Operated Machines for Family Laundry and Cleaning

1. How to locate in a town or community (use of phone book)
2. How to get there (directions, streets, distances)
3. Personnel: courtesy, management, relationships
4. Techniques in using machines: reading instructions, measuring detergents, weighing clothing, temperature of water, bleach, time.
5. Materials or fabrics: what to wash and what to dry-clean
6. Cost - compared with commercial cleaners and laundry.
7. Job possibilities.

Tools Around the House

1. Learning names of tools, how to spell them.
2. Learning usage for common tools.
3. Charts, pupil-client made, to illustrate by name and use.
4. Safety with tools
5. Care of tools: oiling, storing, sharpening

6. Cost of tools
7. Purchase (by ordering from catalog)
8. Same tools used in workshop.

Clothes for Spring

1. Learning different fabrics: cotton, wool, linen, silk, man-made and synthetic fibers.
2. Selection of best fabric for certain purposes.
3. Suitability of fabric for clothing.
4. Economy in purchasing clothes of different fabrics.
5. The importance of color: for individuals, color-fastness
6. Patterns of cloth: plaids, stripes, prints, checks, solids
7. Being well-dressed on limited budget
8. Where to buy clothing: department store, shoe store, discount shop
9. Use of catalogs and magazines to study styles, kinds of clothes, cost, how to purchase.
10. Field trips to stores to obtain samples of fabrics, see clothes, price clothing.
11. How to add to clothing budget using what is available.
12. Clothing that can be worn more than one season.
13. Using telephone directory and want-ads to locate special stores.
14. Construction of "store window" decorated with clothing.
15. Making the wisest choice in the purchase of clothing.
16. Clothes that must be dry-cleaned vs. those that can be laundered.
17. Care of clothing.

Budgeting and Banking

1. Banks: names, locations, services of banks.
2. Departments of banks, how to use
3. Types of accounts: savings, checking
4. Keeping a personal bank account chart.
5. Learning how to fill out checks and check stubs.
6. The reasons for paying bills with checks.
7. What is a budget? Why use a budget? How use a budget?
8. Weekly amounts spent for food, laundry, clothes, entertainment, transportation, tolietries, various payments, utilities
9. Realistic comparison of income with budget.

Project Work (Individually done in classroom under supervision of project teacher)

1. Making decision as to what project to do
2. Planning project.
   a. Drawing picture - front view, side view, back view.
   b. Filling out specification sheets: giving name, project, tools, and materials needed
   c. Written and/or oral description of steps to be taken
   d. Estimation of time
3. Learning names of tools and all uses for each.
4. Learning to spell tools, materials and equipment.
5. Care of tools and materials.
6. Discussion of cost in terms of project, carelessness, more than one item.

Banking

1. Practical aspects of banking as related to pupil-clients' lives.
2. Motivation from money provided for class to be spent later.

3. Identification of local banks by name and location.
4. Field trip to bank to observe: various windows - savings, checking
5. Actual opening of account
6. Individuals obtained bank books, deposit slips
7. Identification of jobs in terms of requirements, qualifications (realistic approach)
8. Characteristics pertinent to banking: pertinent to all jobs.
9. Construction of bank within classroom...with windows (tellers)
10. Role playing of teller, depositor...actual making out of checks.
11. Gaining a feeling of security in banking procedure.
12. Group work (cooperation in room bank)
13. Learning to handle money: bills, checks and change
14. Field trip to bank to see: vaults, counting machines, microfilm checks, ledger sheets, robutype typewriter
15. Handling bills of large denomination.

Why Eat Breakfast?

1. Review of breakfasts eaten by pupil-clients.
2. Learning the importance of eating wholesome breakfast.
3. Breakfast foods cut out, displayed, priced.
4. Flash cards made of breakfast foods.
5. Estimating cost of breakfast through field trip to grocery store to see displays and get prices: newspaper ads used for comparisons
6. Knowledge of "cartoons", boxes, crates, bags, units of measurement
7. Breakfast planned and prepared in class kitchen (pupil-clients purchased all foods).
8. Committee planning and actualization of planning.
9. Preparation of silver, dishes, kitchen utensils for cooking and serving
10. Cooking by recipes.
11. Demonstration of table setting.
12. Evaluation of activities: planning, purchasing, preparation, serving, manners.

The Driver's License

1. Study of the manual.
2. Reasons for driver's license (accepting regulations and requirements and fact that in some instances it is not practical to drive).
3. Demonstrations of turn signals.
4. Charts showing how to keep a car in good condition for driving.
5. Use of the service-station.
6. Jobs around the service-station.
7. Examples of "good" and "bad" driving.
8. Simple oral and written tests on all parts of the driver's manual.
9. Various parts of a car: pictures, posters, identification, use, care.

MOTOR ABILITY AND LEISURE TIME ACTIVITIES

Bowling

Weekly bowling games, matched games, (See unit on Bowling, Appendix B)

A Class Scrapbook

1. Photographs of pupil-clients
2. Interesting facts about each pupil-client
3. Personal interest and/or hobbies of pupil-clients

4. Visitors to class
5. Activities of the year: Open House, Field Trips, Picnics, Skating Parties

Making Seasonal Decorations

For the House and Classroom

1. Gifts
2. Candies
3. Door decorations
4. Fruit and flower arrangements
5. Bulletin board decorations and door decorations
6. Place cards for parties
7. Decorating baskets for gifts of food to needy families

These activities were engaged in for Christmas, Halloween, Thanksgiving and Easter.

Getting Ready for Christmas

1. Deciding upon gifts to make: cost, suitability
2. Budgeting
3. Use of money for purchases
4. Purchase of materials for making gifts (use of numerical skills)
5. Learning appropriate songs and learning to appreciate Christmas music (sacred, popular, folk)
6. "Christmas in Other Lands"
7. Purchase of Christmas cards, making cards, addressing cards, mailing
8. Reading newspapers for Christmas ads.
9. Making and trimming Christmas trees
10. Planning a Christmas party for the class and/or workshop
11. Field trip to nearby farm to select Christmas tree
12. Making inexpensive trimmings and putting on tree

A YMCA Program

1. Plans for learning to swim, play games, and other activities.
2. Decisions as to time to go for activity, time to get to location, time to return.
3. Learning pleasurable activities for leisure time.
4. Rules of behavior: en route, return, while at "Y"

A Safe and Sane Halloween

1. Learning days and dates for holidays
2. The meaning of Halloween
3. Planning a class party
4. Effectively carrying out plans

USING AND UNDERSTANDING PRACTICAL SCIENCE

A Study of the Weather

1. Weather report-daily
2. Practical use of weather reports: for travel, jobs, gardens, care of car, flowers, lawn.
3. Effect of extreme weather conditions
    a. Heating
    b. care of water pipes

- c. hazardous driving conditions
- d. change of clothing
- e. repair of pipes at time of freeze
- f. effects on budgets (household, personal)

4. Seasonal changes
   - a. meaning of seasons
   - b. effect on personal life: foods, vacations, leisure time activities, clothing, hearing, etc.
   - c. seasonal employment
   - d. temperature changes and conditions in various parts of Alabama, the United States, and the World

Travel in Space

1. Knowledge of moon, earth, relation of planets.
2. Knowledge and appreciation of current events and media for being informed: radio, television, newspapers, magazines
3. Observance of space travel on television
4. Appreciation of contribution of science to world around us.

This was used in relation to orbital space flights.

USING ARTS AND CRAFTS

Gifts for the Nursing Home - a Thanksgiving Project

1. Use of plastic refrigerator jars for decoration.
2. Decorated with bits of macaroni, sprayed gold/silver
3. Estimate of cost of boxes, paint, macaroni for 35 boxes
4. Field trip to Nursing Home, meeting personnel, delivery of boxes in person.
5. Gaining in understanding of responsibilities, appreciations.

Mother's Day Activities

1. To gain an understanding and appreciation of this special day.
2. To realize the numerous duties in the home of the parents.
3. The relationship of other members of the family: grandparents, siblings, cousins.
4. Making of gifts for Mother: recipe boxes with written recipes from magazines; special cards, addressed and mailed; pictures painted, framed and wrapped for gifts; decorated soap, boxed and wrapped.

Miscellaneous Activities:

1. Making place mats.
2. Christmas cards and tree decorations.
3. Bulletin boards decorated for seasonal interest, to illustrate field trips.
4. Costume jewelry.
5. Felt pocketbooks for girls: leather billfolds for boys.
6. Aprons for gifts and for sale.
7. Jewelry boxes for gifts and sale.
8. Christmas candles.
9. Sand painting.

VOCATIONAL SKILLS

Gardening

1. Beautification
    - a. Bulbs: kinds, when to plant, where to plant, how to plant
    - b. Shrubbery: types, purposes, identification, how to buy, where to buy, when to plant, how to plant, care of.
2. Food Production
    - a. What to plant for a family
    - b. Seeds and plants: names, prices, amounts
    - c. When to buy, where to buy
    - d. How to plant: preparation of soil, depth, types of soils
    - e. How to care for plants.
    - f. Weeding - insecticides (dangers)
    - g. Uses for family: fresh, canning, drying, freezing.
    - h. Amounts to plant for family usage.
    - i. Comparison of fresh with canned, dried, frozen as to food value, prices.

Developing Speed and Accuracy

(Necessary for work in shop and job placement)

1. Timed Activities
    - a. recording list of names from telephone directory
    - b. numbers to call in case of emergencies
    - c. locating cities on state map
    - d. figuring miles from one town to another
    - e. "Who can make change for a purchase first?"
    - f. "Who can ____________ first?"

Summer Jobs

1. What jobs are available?
2. How do we get the jobs? (Application forms, employment office, want ads)
3. What jobs can we hold?
4. Wages (hourly, weekly, monthly)
5. Salary deductions: Social Security, insurance, Federal Income Tax, State Income Tax.
6. Applying for a Social Security Card

    Purposes, location of office, hours, signature, replacement if lost, importance or reason for, meaning of words on application forms.

    Trip to office to obtain forms and social security cards.

Hanging Wallpaper

1. Measuring and cutting
2. Mixing paste by directions
3. Measuring walls and determining amount of paper, paste.
4. Use of paper for home improvement.
5. Techniques of application of paper to walls - pasting, matching patterns.
6. Selection of patterns for various rooms.
7. Use of proper tools, care of tools.
8. Safety in use of scissors, ladders.
9. Accuracy, neatness, work skills.

Finding a Job

1. Investigating job possibilities through relatives, want-ads, employment service.
2. Realistic numerical problems pertaining to wages, budgeting, expenses.
3. Role playing: employer, employee,personnel managers, applicant
4. Filling out employment or application forms.
5. Manners and dress for employment.
6. Time-schedules (in the class, workshop, on the job)
7. Hourly pay, weekly pay, monthly pay.
8. Installment buying - advantages, disadvantages, interest
9. Other ways of buying - cash, revolving accounts, 30-day charge.
10. Job interviews: questions, manners, dress, speech, behavior in general
11. "My Job Analysis and Me"
    a. Qualifications
    b. Training
    c. Legal aspects (age, hours per day/per week)
    d. Personality and Character traits.
    e. Habits and personal traits that help or hinder getting and holding a job.
    f. Things you might like and/or dislike about jobs.
    g. Work duties on certain days - at certain seasons.
    h. Equipment for certain jobs.
    i. Promotion possibilities.

The Television Station

1. Visit to facility: TV and radio repair shop to learn various parts and how each works, care of sets.
2. Favorite programs on radio and television and reasons.
3. Study of local newspaper TV log to read and choose programs and time of each.
4. Application of knowledge about "time" in filling in own logs.
5. List of questions to obtain answers on field trip.
6. Field trip to see control room, cameras, teletype machines, offices, sets and talk with personnel about jobs and requirements.
7. Creativity activity: production of radio and television programs.

"The ____________ Barbershop"

1. Stressing importance of good grooming
2. Replica of barber shop within classroom to demonstrate: manicures, haircuts, shoe shines
3. Prices established after obtaining prices from barber shops (charts made to indicate prices)
4. Actual hair-cutting, manicuring, shampooing, shoe shining
5. Purchase of items for rest-rooms (towel racks, mirrors)
6. Purchase of items for barber-shop: shaving cream, lotion, razor and blades, shampoo , polish.

Homemaking Unit

1. Identification by name of pieces of bedroom furniture.
2. What makes a comfortable bedroom? Cost?
3. Measurement of floor space within shop for bedroom situation.
4. Choice of color for floor and walls as well as curtains.
5. Pictures and charts showing double beds, twin beds, king-size bed
6. Learning to make a bed correctly through demonstration with linens

7. Learning to purchase linens correctly by size, color, price, material brand names, labels.
8. Each pupil-client made and re-made a bed until he had mastered the technique.

Used Car Lot

1. Possibility of jobs in this area of work.
2. Classification of jobs around a "Used Car Lot."
3. Visit to lot to discuss and see type of jobs available.
4. Compared well-kept cars with prices on lot.
5. Learning to properly wash and clean and polish a car.
6. How to obtain and hold such jobs.

CHAPTER III

DESCRIPTIONS OF WORK-CONFERENCES

Five Work-Conferences were held during the second year. Each Work-Conference is discussed in detail, insofar as dynamic meetings may be recorded for written presentation. So that each Work-Conference may be kept separate, they are designated sequentially over the three year period as Work-Conference I through XV. Work-Conferences I through V were held during the first year of the project, Work-Conferences VI through X were held during the second year of the project, and Work-Conferences XI through XV will be held during the 1963-64 project year.

A. Work-Conference VI

Work-Conference VI consisted of a review of project activities and project progress by Mr. Glenn B. Calmes, Assistant Regional Representative, Regional Office, Atlanta. The agenda for that review was as follows:

REVIEW OF PROJECT ACTIVITIES AND PROGRESS

Research and Demonstration Project RD-842
"Investigation of the Terminal Public School Special
Class Curriculum and Environment and Vocational
Rehabilitation of Mentally Retarded Young Adults"

Date: October 11-12, 1962
Place: Curriculum Lab - Education Library - University of Alabama

AGENDA

9:00 A.M. October 11 Presiding, Jasper Harvey

1. Purpose and Nature of the Review - Glenn B. Calmes
2. Description and Purpose of the Project - Jasper Harvey
3. Progress to Date in Conducting the Project - Jasper Harvey, Mrs. Ladean Embry
4. State Department of Education Participation in Project 842 - Mrs. Alpha Brown
5. State Vocational Rehabilitation Agency Participation in and Satisfaction with Project - George Hudson, L. J. Waller
6. Discussion of Public School and Community Cooperation and Participation in the Project.

2:00 P.M. Presiding, Glenn B. Calmes

7. Expressions from Special Teachers engaged in Project as to their experiences, problems, needs, and future outlook for this type of program.
8. Expressions from Workshop Personnel present as to their views on the Project: staffing, financing, quality of services, community participation, etc.
9. Specific Techniques: Case finding, intake, evaluation processes, adjustment training, workshop training and other pre-vocational activity, job placement, etc.

10:00 A.M. October 12 Presiding, George Hudson

10. Pupil statistics: number of referrals, current status of each, locations, pupil needs as evaluated, pupil characteristics, etc.
11. Adequacy of project methodology as designed and a discussion of the entire pupil evaluation and training process, teacher assignments, and teacher supervision. (See Project Application.)

12. Problems, conflicts with project design, additions needed in project design, fringe areas needing exploration, etc.
13. Outlook for future financing and conduct of the Project.
14. Brief evaluation of Review Process, restatement of important findings, and pointing up of "things to be done" by the different review team members. (All persons present will be considered review team members.)

Discussion of Review. Mr. Calmes opened the meeting with a succinct overview of the purpose and nature of his visit. He indicated that his reason for visiting was to discuss in detail the activities of the project, and to ascertain its strengths and weaknesses.

The Project Director presented a description of the project and outlined its major purposes. Those purposes were and are:

1. To establish ten demonstration projects for mentally retarded young adults in selected rehabilitation facilities in cooperation with the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children of the State Department of Education, local county and city boards of education, local rehabilitation facility boards, and the College of Education of the University;
2. To demonstrate how cooperating agencies may assist in an organized program for the terminal education and rehabilitation of the mentally retarded;
3. To develop curricula for the mentally retarded young adult which consider the rehabilitation process as an integral and inseparable function;
4. To develop a procedure which will be useful to the Vocational Rehabilitation Counselor in his work with the mentally retarded young adult;
5. To identify factors which seem to contribute to success or failure in selection, training, and placement of mentally retarded young adults; and
6. To make a systematic follow-up on clients placed to determine the relative success of the program.

Progress to date in conducting the project was discussed by the Project Coordinator. A verbatim reproduction of that report follows.

PROGRESS TO DATE IN CONDUCTING PROJECT

Ladean Embry, Project Coordinator

When I was asked to make this progress report, my first reaction was that I am not the one to do so for I am prejudiced. I am prejudiced in three areas: first, I consider myself a most fortunate individual to have the opportunity to work with people like Mr. Wise, Mrs. Brown, and Dr. Harvey who had dreams and visions to instigate plans whereby these long neglected young adults might profit from a program designed to meet their personal, social and vocational needs, where through unified efforts, these boys and girls might take their place as happy, well-adjusted, independent members of our society.

It was most frustrating to me as a former classroom teacher to accept the fact that there was no provision in our over-all program to provide services that would contribute toward self-realization from an economic or vocational aspect. After all, a teacher can only do so much in the way of adjustment, and then she is faced with the reality that her students will become drop-outs or potential delinquents, or to put it simply, "where do I go from here?" It is my feeling that this project is one great attempt on a state and local level to meet the needs of the mentally retarded.

The second area in which I am prejudiced concerns our teachers. I unhesitatingly make the statement to you today that you have with you twelve of the best teachers in Alabama. I include Selma, our pilot class, and Anniston, who was originally included in the project but due to the inability to find a qualified teacher could not open the class last year. I feel that I am in a position to make statements concerning these teachers, for I am in the enviable position of working very closely with each of them, and I know the interest, enthusiasm, abilities and desire on their part to make this project a success. However, I have only one criticism to make of them. Their sense of modesty and humility make it difficult always to know of the wonderful things they are doing for they are the last ones to publicize their activities. They do not feel that they are superior in any sense of the word and are hesitant to tell of their contributions lest it be construed as braggadocio. This characteristic enhances their worth although it does make true evaluation and knowledge of their contributions difficult for supervision. I only wish I had the time to ennumerate for you the stupendous things being done by each individual teacher in our project.

The third area in which I am prejudiced concerns vocational rehabilitation personnel. These people exemplify the same dedicated concern, interest and willingness as the teacher. No problem is insurmountable to them and I assume that because of their training and experience they can take an objective and realistic approach to meet any situation. Sometimes I just wonder if these guys don't recognize a problem when they see one or if they belong in that unique category of people who have no problems! These are busy people and yet in every case they always take the time to discuss the program and inevitably ask "What can I do to help?" I have been told by all teachers in the project that whatever success is realized in the individual classes is due in part to the continued supportive effort of vocational rehabilitation. There is one thing that bothers me, though. I am not seeking to delineate the "best teacher," but, if I were, I would be in a constant state of confusion for each time I visit I am greeted with the remark, "We have the best teacher in the project."

In my prefacing remarks, I stated that I am prejudiced but I feel that with such unified effort on the part of the teachers, superintendents, the State Department of Education and vocational rehabilitation, "the sky is the limit."

Now let's take a look at some specific progress made our first year. What is progress? It is growth - not always a presentation of solutions but indications of efforts and attempts to ascertain answers and ways and means of accomplishing designated goals and objectives. In my opinion, some progress is measurable and some is intangible - something that one feels but cannot find adequate words to describe. This incorporates attitudes, feelings, and enthusiasm.

You will most likely wonder why I am designating progress in certain areas which I shall mention. To me, these areas are paramount to the success of a project of this type.

Much progress has been made in the feeling of security of our teachers. This security is a prerequisite to effective teaching. Last September when the project was initiated, we were all more or less frightened - not knowing just where we were going and surely not knowing the route in which to get there! How different it is this year! This obvious self-confidence and security is reflected in the classroom activities and lends itself to a more stabilized program even spilling over into the attitudes of the clients. The teachers indicate a greater understanding of the goals and objectives and an improved feeling of "know how" in order to attain these goals. All of this gives strength to the program in its entirety. A concrete example of this feeling of adequacy is in the expressed desire on the part of each teacher to work with additional clients. Last year when it was suggested that the number of clients be limited to eight, not a word of dissent was uttered. This year, with no exception, each teacher has expressed not only a willingness but a desire to work with more boys and girls.

Much progress is being made in improved methods of reporting or articulating the classes with the local school systems. The teachers have outlined to me various methods whereby the superintendents and principals may be kept better informed as to what is actually going on in the classes. Through this media of reporting it is felt that the school personnel will not only have the necessary knowledge of activities and progress but will also feel that these classes are an integral part of the school system.

Teachers are showing more initiative and interest in working with parent groups - in organizations, counseling and reporting. They are more acutely aware of the need that parents have to increase their concepts of the clients' limitations and abilities and to thoroughly understand the prognosis and vocational plans.

More feasible and definite plans have been devised whereby the vocational counselor might be better informed as to the clients' progress. This grew out of a felt need and was developed cooperatively by the rehabilitation counselor, teacher and coordinator. This is a suggested form to be followed so that the counselor might have maximum information pertaining to each client through teacher evaluation. The counselors are busy men and these classes are only a small part of their total responsibilities; therefore,they do not have the time to observe as much as they would like and don't have time for periodic individual evaluations relative to client progress with the teacher; therefore, it was felt that such reporting procedures might expedite or implement the necessary information prior to job placement. This is progress!

Another area in which great progress has been indicated is in improved physical facilities. In three situations (Anniston, Huntsville, Decatur) new rooms are in the process of being provided for these classes. In two more, larger, more adequate rooms are being provided; and in still another, an extra room has been added for sewing and shop activities. This grew out of the realization that the teacher not only could do a better job with improved facilities but care for more clients. When I see some of the situations I have a sneaking desire to have the teacher released so I can volunteer for the job, for you see, I have never had such facilities, materials and financial help with which to teach and I would like the experience.

This is a project that requires "team work," coordinated effort to get the job effectively done. Inter-personal relationships or a working together is the only means of reaching our goals. Much progress has been made in this area this past year - first, with the coordinator and teachers. More and more the teachers indicate a feeling of acceptance and freedom to ask for any help or assistance they think I might contribute. I feel a total acceptance by them and their clients in every instance. They share with me the feeling that it is not a matter of anyone saying "this is the way," or "I know how this should be done," but it is a matter of sharing knowledge and experience whereby all of us can function more effectively. I appreciate the opportunity the teachers give me to actively participate in classroom activities for it gives me a feeling of being a member of the team and eliminates the categorizing of my position as one of supervisor. It is my opinion, that at the present time there exist excellent working relationships among all personnel. Each individual maintains his own identity, views, and singular characteristics and yet there is unification of purpose and planning which lends strength.

There have been some problems due to variances in terminology, methods in procedure and delegated responsibilities; but, I feel that these were due to barriers of communication and have been effectively broken down. I feel very strongly that good inter-personal relationships, where so many people are striving together for common goals, is paramount to the success of a gigantic endeavor such as this; I likewise feel that much effort has been exerted and herein lies one area of our greatest progress contributing to effectiveness as individuals and as a group.

One of the most important aspects of a project such as this is the workshop conference method. Many things were accomplished; to name a few, an understanding of common goals, an acceptance of delegated responsibility, a sharing of materials and methods and a discussion of common problems. This was the most valuable contribution of the workshops, in my opinion, because only when problems are recognized and accepted can a realistic approach be taken to solve these problems.

At one of the first workshops of only the teachers, nine problems were recognized. I have minutely examined these problems as listed, and, to my knowledge, not one of these exist at the present time. How were effective solutions possible, you ask? The answer is relatively simple; by cooperative effort, mutual concern and good inter-personal relationships. People were beginning to realize that no problem was an individual matter but it belonged to the group. At Workshop IV with rehabilitation personnel and teachers through a "buzz session" technique, approximately forty problems were listed. Many of these had been related to me during my visitation but upon each occasion, I would say, "this is not YOUR problem, nor MY problem, but OUR problem." You might ask, "Is this a good indication; shouldn't problems be decreasing rather than increasing?" My reply is that this is an excellent trend for it indicates to me an increasing awareness of the responsibility to our clients, an energetic and dynamic approach - no apathetic nor lethargic attitude, no shifting of responsibility. These problems had been there all the while but progress was not being made in the approach. Problems per se are not the important thing - it is what we do about them that is important. This realisitc, cooperative approach in the recognition and acceptance of common problems is essential to the success of our project. I think that up until this time most of us felt that to admit to having a problem would be an indication of weakness or inadequacy. But this realistic, down to earth approach must be continuous so that we won't bury our heads in the sand like an ostrich but accept the challenges and constantly strive to effect possible solutions. Our people have accepted these challenges - such is progress!

What part does a discussion of the evaluation of personnel serve in a progress report? Self-evaluation is important and through this method the teachers were able to take an objective attitude and look at themselves - all phases of their work - teaching, relationships, reporting, classroom environment, etc; it showed them their strengths and their weaknesses and set up goals for which to strive. The evaluation by other personnel also served as a guide to establish improved relationships and indicated the ways these people felt the teachers should be functioning. At the beginning of this, our second year, I already see changes, or progress, being made and I feel that these are due in part to the process of "looking in a mirror." We don't always like what we see, and even though it might be painful, it is good for us. Criticism is not easy to accept but one characteristic of an effective educator is the desire to constantly improve. As the poet said, "O wad some Power the giftie gie us, To see oursels as others see us!" I know that the evaluations have served a useful purpose for the teachers - as for those of the Coordinator, well, it remains to be seen if any progress will be made as a result of her mirror experience! I am sure some of the teachers wondered if these evaluations of me were anonymously done. The fact that I cordially greeted each of you here today is living proof!

These, in essence, are some of the indications of progress made in our project for the year 1961-62 as I see them. I have looked at all areas as outlined in our first year, I have no doubt as to the final progress report!

I can think of no better way to summarize each individual's affiliation with this project than by these lines:

> Everyone sets for himself a goal,
> The ultimate is to serve his fellow man;
> No one pattern can be followed by all,
> We serve how and where we can.

Mrs. Alpha Brown, Consultant, State Department of Education presented a summary of that Program's participation in Project RD-842. She indicated that the ten teacher-unit allocations for project classes are made by the Program for Exceptional Children. Mrs. Brown further indicated that the teacher unit for Selma, the Pilot Project, and for Anniston, also considered an adjunct to the project, were allocated on that same basis. The close working relationship between the Program for Exceptional Children and the Division of Rehabilitation and Crippled Children of the State Department of Education was pointed out. Those programs have cooperated very closely since the beginning of the Program for Exceptional Children in Alabama. Mrs. Brown further indicated that she had participated in each Work-Conference and due to the fact that the project's Director also serves as Consultant tothe State Committee on the Education of Exceptional Children, which she chairs, she is intimately acquainted with each facet of the project. Because of those factors, Mrs. Brown has been a very integral part of this project.

Mr. George Hudson of the State Vocational Rehabilitation Service in Montgomery presented an overview of that agency's participation in and satisfaction with the project. Mr. Hudson made the following points: (1) rehabilitation counselors had felt rather helpless when talking with and about the youth who had "peaked out" class-wise and prior to the beginning of this project there had been a relatively small number of retarded youths who had been carried as rehabilitation clients; (2) the idea of the Selma Pilot Project was reviewed with background for its establishment; (3) the current project has begun to change attitudes toward the retarded and has allowed for expansion of services, as well as allowing for the rehabilitation staff to observe ways of serving the retarded; (4) adjustments have been made from the State level concerning policies as stated in the Operational Procedures Manual (Appendix A); (5) an appreciable amount of time has been required of rehabilitation staff to follow through on project clients; (6) the initial twelve months of the project's operation have been flexible, however, there now is the need to set up a semblance of uniformity from the rehabilitation standpoint; (7) from a public relations aspect -- school, lay, and organizations -- the project has been beneficial and there have been numerous out-of-state requests for information concerning the project.

Mr. L. J. Waller, Rehabilitation Supervisor, Birmingham District, then was asked to present his frame of reference and satisfaction with the project. Mr. Waller noted that his reactions were going to be subjective and that he felt that the heavy demand for rehabilitation counselor time would have to be justified on the cost per rehabilitee. He indicated that at the end of the project it would be entirely possible that this would not be the best way to handle mentally retarded young adults for rehabilitation. He further indicated that the project possibly would be good from the negative aspect more than from the positive standpoint. Mr. Waller then discussed another project that he is carrying out in cooperation with the Birmingham City Schools which also is concerned with clients within the identical chronologic and intellectual ranges. The expense of the project in terms of the longer than anticipated class and job training periods for each pupil client was noted, as well as the fifteen chronological age floor which he felt was too young. In summary, Mr. Waller stated that he purposely had placed these negative aspects before the group to stimulate their thinking and to make them conscious of the goal of the project. His final statement was that the project teacher must "call the shots" and that the pupil-client should be dismissed if he could not profit.

A rather lengthy discussion of public school and community cooperation and participation in the project ensued. Prior to dismissal for lunch, Mr. Calmes summed up the numerous comments which had been made and indicated that the school system is the best place to prepare the retarded for living and that the longer a youth is kept in school the better the prognosis for adequate rehabilitation. He stressed the need for appropriately planned activities and indicated that some of the retarded need sheltered-workshops for best handling. The best means seems to be building-in the right kinds of activities as there is a chance factor when the retarded youth is taken from the school system. He asked the question, "Do we want to go all the way in this direction?" He answered that question by stating that we do not want to do anything to weaken the present structure. Vocational Education has taken thirty years to build-in the need for intelligent students. This leaves a great gap, and this project is an attempt to fill part of that gap. He further stressed the need to keep the school's association and pointed to the danger of showing that the upper age retarded youth still is not a responsibility of the school system. Mr. Calmes ended his summary by stating "We don't want this. Historically, special class teachers latched on to rehabilitation more than rehabilitation to the teachers. They wanted someone who could explain."

After lunch, expressions from project teachers as to their experiences, problems, needs, and a future outlook for this program were called for. That section of the review resulted in a great deal of discussion. Some pertinent observations and questions were brought forth. To present this section, the individual's name will be indicated with his or her reaction following.

Mullins (Gadsden teacher): A description of the weekly program was given, personal hygiene was used as an example with a discussion of the daily individual check and an explanation of that project class's use of the coin operated dry cleaning establishment to help in teaching budgeting and arithmetical concepts. It was indicated that within the shop, the rules could be followed if they were interpreted properly.

Vinson (Gadsden Facility): A presentation of the cooperation received from restaurant owner concerning placement of one female pupil-client was discussed.

Youngblood (Birmingham Rehabilitation): Rehabilitation did not have too much to say about choosing the pupil-clients.

Wilson (Dothan Teacher): A discussion ensued following a question concerning pupil-clients who came into the project and were not ready for active client status.

Neeley (Montgomery Rehabilitation): A discussion of "referred status" so that medical and psychological evaluations could be obtained for pupil-clients was presented.

Cherry (Montgomery Teacher): Even with the best screening it would be necessary to dismiss some pupil-clients who had been brought into the project.

Hudson (State Rehabilitation): These reactions indicate the need for more "standardization."

Calmes (Regional Representative): Criteria need to be pin-pointed more carefully concerning selection and inclusion of retarded youths in the project.

Wilson (Dothan Teacher) What are the kinds of things rehabilitation wants to know about each pupil-client? A discussion ensued, then a further question was asked concerning the taking of those with the best vocational potential.

Thomas (Dothan Rehabilitation): The taking of pupil-clients depends upon the community.

Calmes (Regional Rehabilitation): The project should not be a feeder source. Atlanta took the criterion that those with the best vocational potential would be admitted. As expressions from special teachers stimulated discussion, workshop personnel and rehabilitation personnel also entered as the above noted statements indicate.

In a discussion of techniques for case-finding, intake, evaluation processes, adjustment training, workshop training, and other prevocational activity and job placement, the following rehabilitation philosophy concerning evaluation was discussed: (1) complete evaluation--medical, psychological and the social workup done by the counselor; (2) the average mentally retarded individual gets the same type of evaluation and where work shops are available he is screened into the program if the case load will allow; (3) the counselor projects what he can do for an individual, then pin-points necessary services in a "plan;" (4) work adjustment evaluation is begun for a six to eight weeks period with a follow-up evaluation by the workshop or facility manager and instructors with certain things being pin-pointed which must be overcome before he can be rehabilitated; (6) when the needs for work and personal adjustment have been delineated, the training process is begun--"Training status"--for a three to six months period (averages six months for 50-75 IQ levels); (7) evaluation is most important since the group must concur as to when job training and job placement are feasible. It should be noted that the rehabilitation counselor is a member of the team but that the teacher and workshop manager participate in the decision as to when a pupil-client goes into the workshop. It was pointed out that one problem had been the kinds and types of work which could be supplied in the various workshops and facilities. Mr. Calmes indicated that some uniformity should exist. He further indicated that there is a great deal that education and rehabilitation must learn together; however, we must measure the retarded against those in industry, since rehabilitation is more interested in the vocational aspects.

For the second day of the review, Mr. Hudson reviewed pupil statistics. He also discussed the adequacy of the project methodology as outlined in the intial project application.

In a follow-up letter of October 24, 1962, Mr. Calmes indicated the following:

> In general, I feel that you have been doing a very fine job. There are a few things which need further refinement such as standards for selecting clients for special classes, evaluation and teamwork procedures, and curriculum guides for the various shops covering work evaluation as well as work-personal adjustment training. I realize the workshops are very different in nature. The communities are different and the personnel

> involved come from different training backgrounds. All of this, of course, makes it more difficult to develop that certain uniformity which is needed. In spite of all these differences it would seem that, at least, the concept and practice with respect to client evaluation in the shops, adjustment training begins could be more uniform.
>
> You do have a very good group of teachers who seem to be vitally interested and willing to work toward an improved program. I hope that the workshop managers and the counselors will be able to work closely together in developing more exact guidelines and procedures in the areas mentioned above.

A letter dated October 25, 1962 from Mr. Louis R. Schubert, Regional Representative, Vocational Rehabilitation, written to the Project Director is reproduced since it presents a concise overview of the final recommendations which were the results of the October 11-12, 1962 Review of Project RD-842. The letter was as follows:

Department of
HEALTH, EDUCATION AND WELFARE
Regional Office

Office of
Vocational
Rehabilitation

Room 404, 50 Seventh Street, N.E.
Atlanta 23, Georgia

October 25, 1962

Dr. Jasper Harvey
College of Education
University of Alabama
University, Alabama

Dear Dr. Harvey:

Mr. Calmes has reported to me on his visit with you and on the review of R&D Project 842. I understand the review went off very well and Mr. Calmes feels the time was well spent by all persons who participated in it. Impressions gained while making reviews are always discussed at the time with project personnel; however, afterwards we like to bring to the Director's attention anything that would seem to make a contribution in the conduction of the project.

Mr. Calmes expressed to me the following observations:

A. It appeared from the discussions that the project would be strengthened if more exact guidelines could be developed for selecting pupil-clients for the classes.

B. It appears as if the selection committee and the local evaluation committee might be the same, but it was never clearly brought out as to the make-up of the evaluation committee, its function and how the committee worked together to evaluate clients in the initial stages and at the end of the six months period.

C. The project review team felt that excellent progress had been made in developing curriculum guides with respect to the academic, personal, and social adjustment aspects of the special class program. It was not clear, however, just what was being done toward developing guidelines for the initial evaluation, the day-to-day techniques during the six months evaluation period and the guidelines or standards to be used for the six months evaluation.

D. The core committee for doing evaluation seemed to consist of the rehabilitation counselor, the teacher, and the workshop director. These people were not always working together; however, in reaching decisions in the area of evaluation, training, and placement.

E. Curriculum guides need to be developed for each individual shop for work evaluation and for work-personal adjustment training. It appears that the evaluation committee would probably be the best informed with respect to what should go into the guidelines. These efforts should be carefully supervised, and Mr. Calmes felt it might be helpful if selected persons from the central project staff could visit several workshops in the southeast where good work evaluation and adjustment training for the mentally retarded is taking place.

F. Apparently, there is good community support for the project and school administrators seem to like the plan. It was felt, however, that the special classes were taking in too many very young and immature persons. There seems to be some pressure on the teachers and workshop directors to equip the retardates for employment quicker than could be reasonably expected considering the young age and immaturity of some of the retardates. This might indicate that the school system should endeavor to keep the students through at least age 16 before referral to the project.

G. Teachers seem to be well qualified, all are very interested in their work, and all seem to feel they were getting adequate supervision from the project director and other project personnel.

It is recommended that the vocational rehabilitation counselor, the teacher, and the workshop manager work more closely together as a team, especially with respect to work evaluation, work-personal adjustment training, and job placement. It is also recommended that some time of the above committee and the central project staff be used to develop guidelines and exact procedures for the initial evaluation period, tools and techniques to be used after the initial evaluation to the six months evaluation and guidelines and exact procedures for conducting the final evaluation. In this connection, there should also be a course outlined or curriculum guide developed for the adjustment training the retardates will undergo in the workshop.

It is recommended that a fifth category be added for classifying pupil-clients at the end of the six months evaluation period such as: Client appears to have sufficient potential to warrant "adjustment training" in the workshop for the purpose of developing more personal, social, and work maturity essential to determination of a specific vocational objective.

Some workshop managers seem to be a little concerned that these pupils are causing them certain expenditures for which they are not being reimbursed. This matter is being called to the attention of the Alabama State Director of Vocational Rehabilitation. We are also bringing to the attention of the State Vocational Rehabilitation Director the need for more uniform policy with respect to selection of pupil-clients, the need of counselors to work more closely with teachers and workshop manager, especially with respect to evaluation, training and job placement, and the need to clarify to his staff conditions under which they may pay for work evaluation and adjustment training which might run over a period of several months.

Both Mr. Hudson and Mr. Calmes felt good progress had been made in conducting the project. Morale seems to be high and everyone seems to be very willing and anxious to work together. This should mean a very successful year coming up. If there are any questions or if this office can be of any help at any time, please let us know.

We thank you for all the courtesies rendered during this review.

Sincerely yours,

/SIGNATURE/

Louis R. Schubert
Regional Representative

As a direct result of Work-Conference VI, the following memorandum was sent to each individual concerned with this project. It is self-explanatory.

MEMORANDUM

TO: Superintendents, Rehabilitation Supervisors, Liaison Rehabilitation Counselors, Workshop Managers and R&D Teachers

FROM: Mr. O. F. Wise, Mrs. Alpha Brown and Mr. Jasper Harvey

SUBJECT: Changes in Procedures for UA-OVR-R&D Project

On November 19, 1962 the three of us met in Montgomery to discuss changes necessary to meet State, Regional and National Office of Vocational Rehabilitation regulations and requirements. These changes have been verbally communicated; however, it is felt that this will clarify those changes for each of you. They are reflected in the Project Report which is enclosed with this communication.

(1) Selection of Pupil-Clients. The Proposal, which is our contract now reads: "Pupils considered for the Project will be within the chronological age range of 15-21 and intelligence quotient range from 50-75. In borderline cases it will be the function of the local evaluation committee and the appropriate University personnel to recommend placement." This will be changed to read. "Those selected for admission to Project Classes shall be within the chronological age range of 16-21 and intelligence quotient range of 50-75. In cases termed borderline it should be the discretion of the committee to make final recommendation for placement. To meet Vocational Rehabilitation requirements and Program for Exceptional Children requirements any youth who places below 50 intelligence quotient points or above 75 shall be reported in writing to the Project Office as accepted for placement, with records reflecting the reason or reasons for deviating from the 50-75 range." In regard to the change from a minimum chronological age of 15 to a minimum age of 16, this standard is not retroactive, therefore, any youth who now is in any project class who has not reached his or her 16th birthday will be continued as pupil-clients. This change is based upon experience gained from the initial year's operation of the Project. It has become increasingly evident that even the acceptance at 16 chronological years requires a lengthy process with the distinct possibility that a pupil-client will become discouraged prior to reaching a vocational objective within the Project's stated time of three years.

(2) The proposal now states under Evaluation: "The initial six months of the program will be an evaluation period for the clients on a group and individual basis. Emphasis will be placed upon determining behavioral and attitudinal characteristics of each pupil-client and the determination of academic assets and liabilities which he presents. During that period, the teacher also will be drawing from the workshop items for exploratory work; ie, work samples and simple home mechanics as a beginning of evaluation for determining the rehabilitation

potential for each pupil. Each student's program will become increasingly related to his needs from the vocational aspect. At the end of the initial six months period the local evaluation committee will evaluate the progress of each pupil-client. Insofar as is possible, classification or recommendation will be made within these four categories:

1. Client cannot profit sufficiently from further training or experiences to justify his remaining in project special class;
2. Client has potential for training and employment only under workshop conditions;
3. Specific recommendation made for vocational training in an objective available in the facility; or
4. Client is considered a candidate for on-the-job training, training at one of the trade schools, or other type of training and placement outside the workshop.

In UA-OVR-49 a 5th category was added at Mr. Schubert's suggestion. That 5th criterion reads: "Pupil-client appears to have sufficient potential to warrant 'adjustment training' in the workshop for the purpose of developing more personal, social, and work maturity essential to the termination of a specific vocational objective." There will be no change in the above stated plan except as follows:

> The Alabama State Plan for Vocational Rehabilitation allows an individual to be kept on continued re-evaluation, with more specific terminal time noted. The general statement indicates a 9 months period as feasible, with an additional period permitted with justification. As in the original proposal, the initial 6 months evaluation will stand. To meet the 9 months criterion each pupil-client shall be evaluated at the end of the next 3 months period. Should the decision be made to continue a pupil-client with the status of "Continued re-evaluation" after the initial 9 months, re-evaluation is required every 3 months thereafter. The initial 6 months evaluation and each 3 months evaluation shall be reported in writing to the Project Office on a regular form furnished by the Project Office. (A copy is attached)

Since each pupil-client will be within the case load of the liaison rehabilitation counselor the screening committee must rely on the rehabilitation counselor to guide them concerning eligibility requirements. Since the liaison rehabilitation counselor is a member of each Admissions and Dismissals Committee there is ease of obtaining advice on this point. The reasons for this change are self-evident:

1. The recommendation made by the counselor is based on consultation with the total committee,
2. There are vocational rehabilitation policies, State, Retional, and National, which must be met and the rehabilitation counselor is the only member of the team who is fully aware of the regulations.

(3) The Proposal now states that the membership of the committee will consist of:

1. Local superintendents of schools, where possible;
2. Local supervisors of instruction;
3. Rehabilitation Counselor;
4. Director of Facility;
5. Principal of referring school;
6. Referring teacher;

7. Teacher of demonstration class;
8. and where possible the psychologist; social worker;and employer.

The first year's experience indicates that there must be unqualified agreement among the project teacher, the liaison rehabilitation counselor and the facility manager prior to a change in pupil-status. The general availability of these three individuals for consultation indicates that when a client is ready for change an agreement is minimal, with such agreement being reached in conference. It is hoped that each of the other members of the committee will be able to meet at that time. Should such a total committee meeting not be possible, a verbal agreement, either by telephone or by letter, shall be obtained. Each project teacher shall serve as secretary to the committee. It shall be her duty to inform the chairman of the need for a committee meeting. Each meeting of the committee, in whole or in part, shall be written up as minutes and kept as a permanent record. The committee acts in two specific areas

1. Evaluation of eligibility and feasibility of a potential pupil-client,
2. Evaluation for a specific objective within the five categories outlined in #2 above.

REPORT OF CLIENT EVALUATION BY LOCAL

ADMISSIONS AND DISMISSALS COMMITTEE

NAME OF CLIENT____

Project______________________________

Date of Evaluation______________________

LIST OF MEMBERS CONCURRING

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

CHECK ONE OF THE FOLLOWING CATEGORIES AS INDICATIVE OF THE RECOMMENDATION MADE:

(1) Client cannot profit sufficiently from further training or experience to justify his remaining in project special class; ____

(2) Client has potential for training and employment only under workshop conditions; ____

(3) Specific recommendation made for vocational training in an objective available in the facility; ____

(4) Client is considered a candidate for on-the-job training, training at one of the trade schools, or other type of training and placement outside the workshop; or ____

(5) Pupil-client appears to have sufficient potential to warrant "adjustment training" in the workshop for the purpose of developing more personal, social and work maturity essential to the termination of a specific vocational objective. _____

REMARKS____

____

____

Appendix D includes a change by Mr. O. F. Wise, Director, Division of Rehabilitation and Crippled Children, concerning a rearrangement on three factors relating to the project classes. Those changes were reiterated in the April 16,1963 memorandum.

B. Work-Conference VII

The seventh Work-Conference for this project was planned so that the individual on each superintendent's staff who worked most closely with the local Research and Demonstration Class could meet with the group at that conference. A copy of the letter sent to each superintendent follows:

January 30, 1963 P. O. Box 2583

Mr.____________
Superintendent
City Schools
__________, Alabama

Dear Superintendent____________:

The seventh work conference for the University of AlabamaOffice of Vocational Rehabilitation Project will be held at the University on Friday and Saturday, February 8 and 9. The session on Friday will begin promptly at 9:15 A.M. Will you please allow adjustment in class time so that your teacher can reach Tuscaloosa Thursday evening. We realize that some of the teachers can drive in after class on Thursday, however, some will need to be released by noon on that day.

Travel and per diem are included within the project budget. Each teacher will be reimbursed directly through the University of Alabama. Mrs. Brown and I have felt that the person on your staff who works most closely with your local Research and Demonstration class possibly would like to meet with us at this work conference. Please consider this a most cordial invitation.

We feel that a great deal of progress has been made this year in the area of evaluative procedures. The major problem in a few project classes centers around the securing of pupil-clients. We would appreciate your consideration of this problem at the next meeting you have with your Admissions and Dismissals Committee.

Sincerely,

Jasper Harvey
Project Director

fbs

cc: Mr.________________, Superintendent
___________County
___________, Alabama

The notice for Work-Conference VII, UA-OVR-60 is reproduced below:

UA-OVR-60

TO: Project Teachers

FROM: Jasper Harvey, Project Director

SUBJECT: Work-Conference VII, Curriculum Laboratory, College of Education Library

Work-Conference VII is to be held in Tuscaloosa on Friday and Saturday February 8 and 9. The meeting on Friday will begin promptly at 9:15 A.M. Miss Ruth Stovall, State Supervisor of Home Economics Education will meet with us at this time. A number of you have requested the kinds of help which Miss Stovall can give you. The Saturday meeting will begin at 9:00 A.M. and Mr. J. F. Ingram, Director, Division of Vocational Education will meet with us at that time. We feel that both of these people have a distinct contribution to make to your program. The Saturday session will end at 12:00 noon.

I should like each of you to be prepared to give a short report of significant developments in your project. Please plan for a 10 minute presentation as we want each of you to have an opportunity to present your feelings, accomplishments, frustrations, etc.

Mrs. Embry, Mr. McMillan and I plan to give a short summary of our visits to the Bobby Dodd Workshop in Atlanta and MacDonald Training Center in Tampa.

Those of us in the Project Office are acutely aware that a number of you have a common problem - that of securing pupil-clients. We want to discuss this at some length.

Mrs. Brown is going to discuss some new developments which have come out of a recent meeting in Washington.

If time permits we need to give some rather careful attention to the kinds of records that are being kept as a part of the evaluative process. As most of you know, this entire year of Mrs. Embry's time is being given to a thinking through of each individual project's "Evaluative Procedures." As you will remember this is a "down the line" follow up on the recommendation made by Mr. Calmes and Mr. Schubert.

In letters to Superintendents we are asking that you be released at noon on Thursday. We also are asking the Superintendent to invite the educator working most closely with you to come to this conference. Some of the problems which you face probably could be alleviated by rapport and understanding between the two of you.

Following Work-Conference VII, it was felt that the superintendents of schools should be advised of the discussion. Those minutes are reproduced below:

March 5, 1963

TO: Superintendents of Schools, Mr. O. F. Wise, Mrs. Alpha Brown, Dr. Jasper Harvey, Mr. Frank McMillan

FROM: Ladean Embry, Coordinator OVR-R&D Research Project

SUBJECT: Workshop Conference VII

This workshop-conference was attended by all teachers of the project, Mrs. Brown, Consultant of Special Education, State Department of Education, all University Project Personnel, and a representative from the Birmingham School System. It is regretable that more representatives from the twelve school systems concerned with the Research Project did not attend as this was an opportunity to learn through individual teacher reporting what is happening in our classes. It was understood that other educational meetings coincided with this one which explained the non-attendance of other school personnel. This report is an effort to inform those interested persons who could not attend this meeting as to what took place at the workshop, February 8 and 9, 1963.

The first presentation was an explanation by Dr. Harvey of the emphasis now being placed on the active participation of members of the admissions and dismissals committee with consideration being given to the age of the clients (16 and over), vocational potential, importance of the role played by the vocational rehabilitation counselor, and complete evaluations of clients prior to placement within the classes.

Dr. Harvey also discussed parent counseling and an improved orientation program of the parents, school personnel and clients as to the goals, criteria and objectives of the project.

Mrs. Embry gave an inclusive report of the Bobby Dodd Workshop in Atlanta, considering all facets of their program, contrasts and comparisons with our research project, and an overview of the vocational evaluative procedures.

Mr. McMillan gave a report of the MacDonald Workshop in Tampa. He discussed the evaluative procedures, workshop activities, personnel and research grants now in progress in the areas of machines for learning, group dynamics, etc.

Mrs. Brown presented the legislative program - national and state levels, and gave a report of a recent meeting in Washington where needs for all exceptional children and youth were considered. Mrs. Brown then appealed to all teachers to utilize all resources to keep the principals and superintendents informed as to the progress and needs of the classes. Mrs. Brown pointed out that this is a "sharing"process, communication and visitation must be maintained, and supervisors, principals and superintendents should constantly be involved in class activities. She emphasized the need for improved public relations and made suggestions whereby such might be accomplished.

Each of the twelve teachers made reports, relating problems, progress, needs, etc. To summarize the reports without identification:

1. Problems of clients not being accepted in workshops in certain situations had been solved.
2. Need for improved articuation between teacher and workshop manager for improved planning to meet vocational evaluations and needs of the clients.
3. Would be desirable to give the clients some small remuneration for work within the shops - serve as motivation.
4. Problem of finished product in some facilities poses problem of trainees or job/work assessment.

5. Advantageous to have all personnel educationally oriented - avoids a "working through" of ideas, goals, terms, etc.
6. Improved parent reporting.
7. Emphasis on public relations through use of local human resources.
8. An increased awareness and appreciation of the research project class by other school personnel (sports program, lunch program, music program, etc.)
9. In some instances, workshop evaluations need improvement....articulation between workshop manager and teacher
10. The need for private room for client and/or parent counseling.
11. Workshop personnel do not always recognize vocational potential of clients - due to lack of understanding of characteristics of the mentally retarded.
12. Community resources utilized are: YMCA, Salvation Army, civic clubs, social clubs, church groups.
13. Superintendents, principals, supervisors and other school personnel invited to social functions of class, for special occasions, etc.
14. Much progress made in obtaining jobs and job-training opportunities in most classes.
15. Clients 17-18 years of age present greater vocational potential.
16. New classrooms have been or are being provided in three situations.
17. Some clients are now ready for employment but finding employment is problem in some areas.
18. Vocational Rehabilitation provided funds through careful planning for new room.
19. Teachers can adapt working situations in classroom when the shop possibilities are not present.
20. Vocational rehabilitation counselors assist teachers with client counseling - individually and group.
21. Some problems arise because of lack of good communications or articulation.
22. Improved working relationships among all personnel.
23. Moving from location within a local school into workshop situation withdraws advantages such as lunch programs, assembly programs, physical education classes,etc.
24. The team approach is being utilized to advantage in classes.
25. Necessary for workshop managers to have understanding of characteristics, needs, personal, social and vocational adjustment of clients.
26. Evaluative areas can be set up by workshop director in cooperation with teacher i.e., receptionist, janitorial, painting, concessions stand, etc.
27. Teachers have a responsibility to keep public informed as to classes --- creates interest, provides clients, and makes classes integral part of community.
28. Clients will receive certificates upon completion of the time in project class - this decision reached through committee meetings with superintendent and other personnel.
29. Members of University classes (psychology, physical education) used by teacher in varied activities.

Mr. J. F. Ingram, State Department of Vocational Education, talked with the group emphasizing the modern world of work, need for maximum education in all areas of learning, the obligation for educators to prepare citizens for useful, happy, satisfying lives, and the necessity for an attitude of respect for work of all kinds. Mr. Ingram explained that the State Trade Schools do not always have the answers for these clients for their programs are too technical. He suggested that it is our responsibility to (1) find employment in areas where the individuals can succeed, (2) provide work orientation, and (3) use our influence for adequate legislation on a state and national level to provide services in the areas of research, improved programming, etc. Mr. Ingram made concrete, practical suggestions whereby the teachers might emphasize certain needs in all vocational areas. His most dynamic suggestions incorporated the need for individualized consideration and planning, and training for skilled jobs.

Mrs. Embry discussed reports of all kinds, explaining that the teachers aren't required to do more in this area than other personnel from the central office. She explained the vital need for essential data since this is a research project and such data are necessary for end results and reporting. Emphasis was placed upon improved filing of information on individual clients, improved evaluative procedures, and use of information for vocational consideration, planning and placement. Attention was called to recent memos asking for certain information, procedures to be followed, case histories, anecdotal records, progress reports and all types of evaluations. Curriculum reports were discussed by Mrs. Ebmry and Mr. McMillan: need for weekly reports, revised forms based upon requests of teachers, immediate reporting of class activities, etc.

The workshop-conference with emphasis upon the above mentioned areas was of mutual benefit to all in attendance. Clarification, explanations, sharing of common progress andproblems with informative reports of other endeavors in the field of vocational rehabilitation for the mentally retarded - these served as inspiration, information and determination for improvement.

C. Work-Conference VIII

During the initial project year, Work-Conference V-A was so successful that it was decided to have a cross-visitation between projects this year. On March 27, 1963 each superintendent was sent the following letter:

Mr. ____________
Superintendent
City Schools
____________, Alabama

Dear Superintendent __________:

The third of five Work-Conferences for the University of Alabama - Office of Vocational Rehabilitation Project Teachers is to be a cross visitation between your teacher and another teacher on the Project. We are requesting that they be allowed two days for this visitation and that they clear the time with you. The dates for this visitation will begin with receipt of this letter and terminate with Friday, April 19th.

Travel and per diem for this trip are included within the Project budget for the current year. Each teacher will be reimbursed directly by the University of Alabama.

Your cooperation in making it possible for your teacher to make this cross visitation will be greatly appreciated.

Cordially,

Jasper Harvey
Project Director
RD-842

fbs

cc: Mr.____________
Superintendent
_______County Schools
____________, Alabama

The following memorandum was sent to each project teacher to explain the purpose and mechanics of Work-Conference VIII:

UA-OVR-63 March 27, 1963

TO: Research and Demonstration Project Teachers

FROM: Jasper Harvey

SUBJECT: Work Conference VIII

Work Conference VIII is to be cross visitation. We are asking that each of you write the person whom you wish to visit and make plans for visiting them at your convenience and at their convenience. The time limits which we are asking that you set will begin with the receipt of this memorandum and will continue through the 19th of April. This should give you a sufficient time to work out the kind of cross visitation you would like to make. The amount of money which is available to reimburse you will allow each of you $36.36.

Please clear your visitation with your Superintendent. A letter is being sent them advising them of these dates.

The following cross-visitations were made:

1. Baswell, Birmingham Project, visited the Gadsden Project.
2. Cherry, Montgomery Project, visited the Dothan Project.
3. Dyer, Decatur Project, visited the Anniston Project.
4. Eubanks, Tuscaloosa Project, visited the Selma Pilot Project.
5. Miller, Florence Project, visited the Birmingham Project.
6. Mullins, Gadsden Project, visited the Decatur Project.
7. Pierce, Jasper Project, visited the Montgomery Project.
8. Ray, Huntsville Project, visited the Decatur Project.
9. Sanford, Opelika Project, visited the Selma Pilot Project.
10. Wasson, Selma Pilot Project, visited the Montgomery Project.
11. Welden, Anniston Class, visited the Decatur Project.
12. Wilson, Dothan Project, visited the Decatur Project.

D. Work-Conference IX

Work-Conference IX was held at the Tennessee Valley Rehabilitation Center in Decatur. Mr. Holmes A. Turner, Area Supervisor, Vocational Rehabilitation Service, worked through with Mr. Dyer, R&D Project Teacher, Mr. Smith, Director of the Facility, and Mr. Rowe, Rehabilitation Counselor, on a program to present and discuss the operation of their new rehabilitation facility. The first day of the Work-Conference was given to that meeting. Chapter V includes the Decatur Evaluative Procedure and it would be redundant to discuss it in this section.

Mr. Turner arranged for a barbecue to be served at the rehabilitation facility for the evening meal. That allowed ample time for informal examination of the center and for leisurely discussions.

The second day of the Work-Conference was spent in a discussion of bookkeeping and business items. Among the areas and items discussed were:

1. Reporting of individual pupil-client evaluations by each local Admissions and Dismissals Committee. A copy of that form is reproduced as the last page of Appendix D.
2. In the initial application for this Research and Demonstration Project, Purpose number 6 was stated as "To make a systematic follow-up on clients placed to determine the relative success of the program." This commitment was discussed and each project group was asked to continue the follow-up of each pupil-client who had participated in the project, so that the final report may reflect exactly what has happened to him or her in terms of rehabilitation.
3. Materials and techniques were discussed in terms of availability for requisitioning from local funds which each project class has available for that purpose.
4. Since this was the first meeting since the Review (October) that the rehabilitation counselors had met at a Work-Conference, it was felt that it would be well to divide the rehabilitation personnel and project teachers into groups which would allow them to discuss freely four areas: (a) problems which have been solved; (b) problems which still are unsolved; (c) areas of greatest progress; and (d) recommendations.

Four groups were made to discuss the four areas noted above. Each group's report is reproduced below:

Group I.

Problems solved: (1) Communication and rapport between the workshop personnel, teachers, rehabilitation and the central project staff is much improved; (2) improvement in evaluation techniques; (3) changing the lower age limit from a chronological age of 15 to 16 has been very beneficial; and (4) clarification of pupil-client status from the State Rehabilitation level as outlined in Appendix D.

Unsolved problems: (1) admission of pupil-clients with intelligence quotient levels at the 50-51 borderline; (2) still there is difficulty in obtaining adequate psychological testing facilities; (3) limited classroom space in certain projects; (4) limited supervision; (5) lack of cooperation between school administration and project class; (6) transportation difficulties with the few students from county and outlying communities; (7) lack of parental cooperation; (8) insufficient operating funds for a workshop; (9) lack of referrals of potential pupil-clients.

Areas of greatest progress: (1) clarification for vocational rehabilitation concerning classification of pupil-clients; (2) change of lower age limit to 16 years; (3) adding the fifth status in disposition of pupil-client, personal adjustment area; (4) acceptance of the concept and fact that rehabilitation for the mentally retarded youth is a long range process; (5) a fuller realization of the absolute uniqueness of each of the twelve settings in which classes exist.

Recommendations: (1) need for concentration on placement procedures; (2) Group I would like to see this project carried on past its third and terminal year, 1963-64; and (3) there should be a summer program rather than on a nine months basis only.

Group II.

Problems solved: (1) coordination of efforts between facility and teacher; (2) opening and sustaining of lines of communication between teacher or the education area and the counselor and rehabilitation; and (3) a common philosophy concerning the project has evolved.

Existing problems: (1) "meeting needs" in workshop, i.e., providing enough areas of evaluation, need for more and varied activities; (2) placing of students, especially girls; (3) difficulty in obtaining pupil-clients, in part, a lack of cooperation from school systems in following through on their responsibilities; and (4) ascertaining exactly what job a pupil-client can do and is capable of doing still presents problems.

Areas of greatest progress: (1) successful placements have been made; (2) more team work has been established; and (3) Project teachers are viewing "academics" through or from a potential worker standpoint.

Recommendations: (1) sending of a letter to each superintendent from the project office urging cooperation in securing of pupil-clients; (2) public relations-within the school and the community- in the form of talks before teacher groups, use of slides, compilation of a card file on community, plant, and industry, and field trips to be used as public relations; (3) the project teacher and others concerned with the project should become aware of and search for existing opportunities for placement; (4) keep Work-Conferences as they were during the second year and allow for cross-visitation; (5) "rehabilitation loves class--would like to see project extended;" and (6) the project teacher should hold sessions for the workshop staff to familiarize them and orientate them concerning the problems of mental retardation.

Group III.

Problems solved: (1) there exists a better understanding of the functions and purposes of the different agencies and individuals involved in carrying out this Research and Demonstration Project and its classes; (2) raising of the lower age limit to 16 years prior to consideration for acceptance as a pupil-client; and (3) acceptance of the basic psychological evaluation required by the Program for Exceptional Children (either the Stanford-Binet, form L, or the appropriate Wechsler.)

Unsolved problems: (1) lack of balance between classroom and workshop especially during the latter part of the pupil-client's participation; (2) in some settings the increased emphases on vocational activities are not being carried out as anticipated and as stressed by the project administration:

(3) staff conferences do not sufficiently list and carry out individual student programming; and (4) a lack of development of work opportunities outside the facility or workshop.

Areas of greatest progress: (1) improvement in methods and techniques in classroom activities - more vocationally orientated; (2) the rehabilitation counselor is receiving more and better objective vocational evaluation reports; and (3) the entire team has a much improved acceptance, understanding, attitude, and patience in working with the retarded.

Recommendations: (1) more effective balance between time spent in classroom and shop; (2) planning needs to be more pupil-client centered; (3) development of more work opportunities outside the facility; and (4) explore more completely the resources within each facility.

Group IV.

Problems solved: (1) each project class is housed in more adequate facilities; (2) better evaluation techniques; (3) more effective record keeping; (4) improved workshop facilities and conditions; (5) improved screening and evaluation procedures; and (6) better communication in all areas, both within a single project and within the total project group.

Unsolved problems: (1) what happens to pupil-clients after evaluation where no provision for adjustment training is made? (2) limited variety of experiences within a workshop; (3) a broader understanding of the total project and its purposes would be helpful in each community; (4) need for pupil-clients and a suggestion for better cooperation by the associated school systems; (5) limited space in classrooms and projects; and (6) need for increased evaluation procedures in some workshops.

Areas of greatest progress: (1) evaluation techniques improved; (2) greatly improved communications both professional and lay; (3) improved public relations; and (4) more appropriate and a greater availability of materials.

Recommendations: (1) salaries need to be considered; (2) continue to work toward more appropriate and better equipped workshop; (4) need for a petty cash fund for the teacher; (4) the project should be continued past the third year; and (5) opportunities should be afforded to visit at other facilities and see their techniques.

The above noted recommendations have been compiled and are being given specific consideration for the third project year. Past experience has indicated that discussions such as these are of prime importance.

E. Work-Conference X

Memorandum UA-OVR-69 concerning Work-Conference X included the tentative agenda for that conference. The following items were considered:

1. Completed case histories of pupil-clients were brought so that they could be left with the project secretary for transcription during the summer. This has been the custom, since the project staff has felt that it is very necessary that there be copies of each pupil-client's case history filed with the teacher and with the project staff.

2. Time was allowed for discussion of individual pupil-clients who have presented or are presenting particular problems. Project Teacher Mullins reported on one pupil-client who was initially in the Gadsden Project Class. That youth had been in Special Education classes for quite some time, yet his intelligence level was above that normally seen in special classes. He was placed in the Alabama School of Tradeswith his tuition paid from profit from the Gadsden Facilities Workshop snack bar. He now is certified in body work and the report sent on him was as follows: "This is to certify that ________ ________ was enrolled in Auto Body Fender Repair Department at the Alabama School of Trades from January 16, 1962 through April 4, 1963. For the first eleven months he was just an average student with average ability to learn. After that time and until the time he was dropped to enter employment for himself, he began to be much more interested. His ability to learn seemed to get much better and the quality of his work improved. He seemed to work well with the other students. His attitude was good all the time he was here. His average in related theory was 78.44 which is average for the course." Project Teacher Dyer from Decatur indicated that four pupil-clients had been evaluated but due to their age there was no place where they might be employed at that time. A third project teacher indicated that a pregnancy had occured in that particular project; however, Child Welfare had assumed the case and the Admissions and Dismissals Committee was helping with a follow-up. Counseling and cooperation with other community agencies had allowed as satisfactory a disposition as possible under the circumstances. It should be pointed out that the father was known and that he was not another pupil-client but an adult within the community. For obvious reasons this teacher and the project are not identified.

3. Methods used in parental counseling and reporting were discussed. It was noted that these should be included within this years report. Teachers were reminded to refer to memorandum UA-OVR-52 which discussed progress reports to superintendents and to parents and guardians. A copy of that memorandum is to be found in Appendix E.

4. Evaluations: A self evaluation, an evaluation on the Coordinator, on the Project Director and on the Associate Director were completed by each teacher. The results of those evaluations may be found in Chapter VI of this report.

5. Each teacher was asked to check the reports which he or she is to send tothe project office concerning meetings of the Admissions and Dismissals Committee for his or her project class. Those reports are shared with Mr. Wise and Mrs. Brown.

6. A reminder was given to be certain thatCurriculum Reports were up-to-date and were filed through the end of school.

7. Time was given to check evaluation procedures for each classroom and workshop facility. Mrs. Embry had worked in each project to obtain evaluative procedures which are reported in Chapter V.

8. A demonstration was made of a new reading and arithmetic program for retarded children and youth which has been devised through research for use with a "teaching machine."

CHAPTER IV

PROJECT TRENDS

A. ORIENTATION OF CURRICULA

In compiling data for the assessment of trends for the second year of this project, it again was obvious that individual project curricula were widely divergent. To give an estimate of the orientation of each of the ten curricula of the 1961-62 project year, the following continuum was constructed:

	Dothan	Florence Hunts-ville		Birming-ham	Gadsden Jasper Montgomery	Opelika	Decatur Tuscaloosa		
+	+	+	+	+	+	+	+	+	+
Totally Academically Oriented				Equally as Academically Oriented as Social Adequacy Oriented					Social Adequacy Oriented

Placement on the continuum was based upon (1) evaluation of reported daily activities in curriculum and (2) upon the observations of the Coordinator, Associate Project Director, and Project Director.

To give a comparative estimate of the orientation of each of the ten curricula for the second project year, the following continuum was constructed:

				Opelika Jasper Montgomery	Gadsden Tuscaloosa Birmingham	Huntsville		Florence Decatur Dothan
+	+	+	+	+	+	+	+	+
Totally Academically Oriented			Equally as Academically Oriented as Social Adequacy Oriented				Social Adequacy Oriented	

To make this more meaningful, it should be explained that a different teacher is in the Dothan Project, Florence Project, Huntsville Project and Tuscaloosa Project. For the 1961-62 Project Year, the Tuscaloosa Project was far to the right on the continuum toward a social adequacy oriented curriculum while Dothan was far to the left on the continuum toward a totally academically oriented type. The Tuscaloosa Project Teacher for 1961-62 moved to Dothan and that explains the almost total change in orientation for the Dothan Project. The new Project Teacher at Huntsville made great strides toward properly orientated types of presentations. The new Project Teacher in Tuscaloosa was not as social adequacy orientated as was the former teacher; however, that project curriculum was more adequately orientated than were some of the others. It also should be noted that the Florence Project's curriculum changed from "more academic than social" to a "social adequacy program." In relationship to other project class approaches to curriculum, the relative relationships of Jasper, Montgomery, and Opelika, changed. As stated above, placement on the continuum was based upon (1) evaluation of reported daily activities in curriculum and (2) actual observation by the central project staff. Evaluation of reported daily activities in curriculum was given more than a fifty percent weighing, since the central project staff is in agreement that curriculum reports more adequately reflect actual procedures than do observed techniques during visitation

B. SAMPLINGS OF WEEK OF ACTIVITIES

As reports of weekly curriculum developments were assessed, attention was given to activities in terms of selection for reproduction in this report. Two selected weeks of activities are reproduced. They seemed typical of the various positions on the continuum from "equally as academically orientated as social adequacy orientated" to "social adequacy orientated." It should be noted that for the second project year no curriculum was evaluated as being less than equally orientated between academics and social adequacy.

Social Adequacy Orientated Curriculum

January 21st - January 25th

As a further continuation of our community unit and a follow-up of the previous visit to the city jail, we attended a murder trial at the Houston County Court House. Before going we read about courts and discussed the pruposes, procedures of courts. We also talked about the TV programs which featured lawyers, courts (Perry Mason, etc.) which they had seen. We listed on the board all the words which they knew in connection with court procedure - i.e., judge, lawyer, defendant, jury, trial, etc.

They were fascinated with the procedure of the trail and were quite attentive. They saw the striking of the jury; the judge, lawyers and the defendant in action. After we returned to the classroom, they each drew a picture of the inside of the courtroom and placed the judge, jury, etc. in the appropriate places. They had many questions to ask concerning the trail. We then had a court of our own, selecting, judge, jury, lawyers and defendant. They made up several cases and acted out the trials for the cases. The vocabulary words which had been previously listed were defined and they learned how to spell them. A short "test" was given covering the material we had learned. It was interesting to note that two of the boys in the class had been feeding slugs to the drink machine out in the Workshop. I discussed this openly with the class and did not disclose the names of the boys although I was relatively sure I knew who they were. We discussed what we should do about this as we, the class, felt responsible. Mr. Riley had placed his confidence in us by allowing us to come into the Workshop, etc. One of the students suggested we have a court and let the two boys "stand trial!" Fortunately this was not necessary as the two boys came to me on their own and acknowledged it. We made arrangements to have them do part time jobs to pay back the money.

Since the youths now have a chance to be out in the Workshop 1½ hours in the afternoons, much of their activity centers around their jobs there. They have performed in a variety of jobs during the initial two weeks in the shop - cleaning woodwork, painting, sweeping and mopping, moving supplies and equipment, cleaning the grounds, etc. They were a great help to Mr. Riley in his efforts to get cleaned up and get some organization in the shop. After working in the shop they came back into the classroom and filled out a daily worksheet on themselves. It looks something like this:

Date	My JOb	How I Did

We also made charts on "Things I Learned in the Workshop To Use On Any Job" and "Things I did in the Workshop That I could not Do on a Regular Job."

Academically and Social Adequacy Orientated Curriculum

I. Activity or Unit - Reading

Seed catalogs, etc
Planting green house - grass for garden

II. Goals

Vocational adequacy - improvement of comprehension
Reading skills - social maturity

III Methods (Activities)

Oral reading from catalogues - plant books
Discussion of what read - how to use it
Spelling words that are new or not understandable.
Writing definitions of new terms or words found in the reading.

IV. Materials

Seed Catalogs
Simple Encyclopedia
Seed packages
Plant books
Ads in magazines on flowers - plants, etc.

V. Evaluation

Good group participation. Interest high - motivation good.

I. Activity or Unit - Arithmetic

Measure
Time - metric measure (used in shop)

II. Goals

Increased skill - increased understanding - increased comprehension (find this hard not concrete)

III. Methods (Activities)

1. Discussion
2. Practice
3. Demonstration
4. Problems using measure (oral)
5. Problems using measure (written)
6. Evaluation for understanding

IV. Materials

Blackboard, paper - pencil, clock, rulers, yardstick, tape measure etc charts, bulletin boards.

V. Evaluation

Oral participation good - understanding of some still very poor - attention good - motivation could be better.

I. Activity or Unit - Social Studies

Plant unit continued from last week because of greenhouse and garden.

II. Goals

Social maturity - vocational adequacy - reading skills

III. Methods (Activities)

Oral discussion - how to plant - when - follow up
Oral reading - from seed packets etc
Actual planting
This unit and reading tied together.

IV. Materials

Seed catalogues
Seed packages
Pamphlets
Encyclopedia

V. Evaluation

Good motivation
Good participation
Good interest

C. Report on Persons Served or Rehabilitated Under University of Alabama - Vocational Rehabilitation Administration Research and Demonstration Project RD-842, July 1, 1962 through June 30, 1963.

1. Total number of persons receiving services under the project program during this period (1a + 1b). 121

    a. Number who, during any part of the period, were also clients of State vocational rehabilitation agencies. 67

    b. Others, not included in 1a above 54

2. Total number of persons vocationally rehabilitated under the project program during this period (2a + 2b). 11

    a. Number who, during any part of the period, were also clients of State vocational rehabilitation agencies. 11

    b. Others, not included in 2a above 0

Project RD-842 indicated a 9.09% rehabilitation figure for the past fiscal year. A number of new pupil-clients were admitted into project classes in late April and early May therefore, the percentage is somewhat lower than it would have been had the individual projects waited until September to have admitted those pupil-clients.

D. REPORT TO SUPERINTENDENTS

As previously indicated in this report, teachers have been urged to make progress reports to each superintendent concerned with the project. The following report is an example of the kind of reports which have been made.

November 26, 1962

Dr.____________________
Superintendent of City Schools
____
____________, Alabama

Dear Dr.____________________:

I would like to give you a short summary of the wonderful progress the Research and Demonstration Class has made.

From the Class last year, we had four students which have been placed on jobs. The four boys who were placed are reported to be doing outstanding work.

This year we have found one boy part-time employment and have placed another on a full time job.

In the academic work, real progress is being made. Of the twelve on roll, every boy is interested in the academic phase of the program. To date, we have studied many interesting and challenging units, they are:

1. Decorating our new classroom
    a. Color
    b. Refinishing of pupil's desk
    c. Measurement
2. Good Grooming
3. Care of the clothing
    a. Sewing
    b. Ironing
    c. Washing
4. Applying for a job
5. How to hold a job
6. Job Interest
7. Civil Defense
8. First Aid
9. Use of the telephone
    a. Long Distance
    b. Operator
    c. Directory
10. Safety in Driving
11. How to apply for a driver's license
12. Money and its value
13. Foods
    a. How to buy

Along with these units, I am teaching Reading, Spelling, Arithemetic based on individual needs.

The boys enjoy their work in shop also. Since the beginning of school, the boys have been placed on different projects according to their ability. These projects are:

1. Change Making
2. Measurement
3. Telephone Directory
4. Woodwork
5. Sheet Metal Work
6. Stock Clerk
7. Ceramics
8. Basketry
9. Business Enterprise
10. Furniture Refinishing
11. Painting
12. Basic Electricity

Mr._______, Mr._________, Mrs._______, and myself have regular monthly meetings in which we discuss the progress the boys have made and try to analyze their future needs and ways in which we can meet these needs.

The Staff of the Rehabilitation Center and the University feel that our Screening Committee has not been very active this year. All parties concerned feel that, before a child is placed in the Class, they should be referred to the Committee, and, if possible, to have a complete medical and psychological as outlined in the Alabama State Plan Program for Exceptional Children, Bulletin 1960--No. 6.

Also, we feel the boys would benefit greatly if they were permitted a trip to the "Y" every week for a few hours. Perhaps this can be arranged with Mr.____________ since we have his son in the class. We have every facility available for the boys except a physical education program. There are so many of the boys who have poor muscle coordination.

We would like for you to visit our Classroom, it would be a pleasure to have you. I am so proud of the progress the boys have made, and I know you would be deeply impressed.

Sincerely yours,

/SIGNATURE/

____
Teacher, R&D Class

E. REPORT TO PARENTS

Appendix E indicates the central project staff's concern on reporting to parents. The following report is an example of parent reporting as used in one project setting.

March 6, 1963

____
____
__________, Alabama

Dear ____________________:

________is a very outstanding young person and has all the qualities of leadership. I believe that he could adjust to any work situation and make a success of it. He is doing well in all his classroom work.

_______is always neat in appearance, has good relations with his teachers and class members. He works well with others, accepts responsibility, is punctual, and sticks to task until completed.

_______is especially interested in classroom activities and has done an outstanding job on our recent projects, "Nutrition and Health" and the "Grocery Store," which included planning menus, cooking and serving, visit to the grocery store, and the preparation of booklets on these subjects.

We would love to have you visit the classroom for you would enjoy seeing the good works and progress _________is making both in the classroom and the shop.

Sincerely yours,

/SIGNATURE/

____
Teacher, R&D Class

F. NARRATIVE CURRICULUM REPORTS

As curriculum reports have been evaluated on a weekly basis, three have been remembered as being especially meaningful. Those are reproduced as Narrative Curriculum Reports Number 1, Number 2 and Number 3. Report Number 1 was completed by Mrs. Ray in Huntsville, Report Number 2 was completed by Mrs. Miller in Florence, and Report Number 3 was completed by Mrs. Wilson in Dothan.

NARRATIVE CURRICULUM REPORT NUMBER 1

UNIT I Units Taught in February

1. "Great Leaders of America" introducing Lincoln, Washington, President Kennedy, Astronauts, etc.

    (a) Purpose: Comparison and study of their qualities of leadership even though each client may only be a leader in his group, family or community.

    (b) Evaluation:

    (1) Study of the past in comparison with today resulted in the fact through discussion that each client was of the opinion that he was very fortunate to be living in the world today. Each client agreed that one must accept responsibility assigned to him, stick to the task until completed, and respect authority in order to mature and become a leader.

    (2) A letter written to Lincoln telling him about our class.

    (3) Mimeographed starts on Lincoln and Washington.

    (4) Measurements for two log cabins made in arithmetic and cabins by the boys in workshop.

(5) Study of space and a play on "If Lincoln and Washington could see the wonders of space."

(6) Study of Washington, D. C.

(7) Special bulletin board committee to display this material..

(8) In art, a hatchet, Lincoln hats, and silhouettes of Lincoln and Washington made.

(9) Hobby display of planes

(10) Telephone directory - how to use, locate facilities, persons, and to place emergency calls. How to call Washington, D. C.

(11) Election of officers in class to demonstrate how elections are conducted.

(12) Spelling words selected for this study.

2. The Value of Nutrition and How It Helps to Keep Us Healthy in Order to Secure a Job and Hold it Successfully.

(a) Purpose: To develop and understanding in nutrition of the basic foods needed for good health.

(b) Evaluation:
(1) Cooperation shown through organization of five committees for room.

(2) Responsibility shown and pride in work accomplished.

(3) Study on how the weather changes and effects our food and resources, the relation between food and health, where food comes from, how it is grown, and how it is stored to prevent spoilage.

(4) Class on cooking, demonstrated measurements for food, how to work together, how to set and serve table, manners at table, and type of music needed at this time.

(5) Language skills - menus, recipes, food charts prepared in classroom and workshop.

(6) Spelling and writing - words selected from the unit.

(7) Interest stimulated, and working and playing together established.

3. Grocery Store (along with the Health and Food Unit).

(a) Purpose: To study the grocery store as a possibility for future employment.

(b) Evaluation:
(1) Acquired skills in the use of language through charts, pictures, stories.

(2) Developed skill of writing through writing a story about his visit to the grocery store, grocery bills, records, price tags, newspaper.

(3) Field trip to store to price food and produce. Each client met the manager. Returned to class, used adding machine to total his food, prepared a budget for one week, cooked a meal next day.

(4) Grocery store set up in classroom using cartons, boxes of food with labels from workshop. Real money used. Record sheets for inventory used. So successful that six clients could work in the snack bar in workshop.

(5) Value of time, punctuality, and order for every day, established.

(6) Second meal cooked this week by Group II.

These units were planned to fit into the everyday life of the client-flexible, but subject to adaptation. Direct experiences have been stressed through one field trip, planning and preparation of food in kitchen, dramatization, visual symbols, and verbal symbols. The teacher has studied each client who has shown a different degree of emotionalism in order to understand and help him to work out his problems and frustrations.

To make it real to him in his situation is much more appealing than to just teach academic subjects.

UNIT II Special Booklets made by Client

1. Jobs

    (a) Applications
    (b) How I Rate
    (c) Business letter
    (d) Social Security
    (e) Use of Telephone
    (f) How to Hold a Job

2. Money and Its Value
3. Foods
4. Menus
5. English and Spelling (from units)
6. Safety in Driving
7. How to Apply for a Driver's License

UNIT III ______________enrolled in the Tennessee Valley Technical School, Huntsville Branch, on March 1, 1963.

UNIT IV YMCA has extended an invitation for clients to attend YMCA once a week.

UNIT V The boys enjoy their work in workshop and have been placed on different projects according to their ability.

Projects:

1. Change Making
2. Measurement
3. Telephone directory
4. Woodwork
5. Sheet metal work
6. Stock clerk
7. Ceramics
8. Basketry
9. Business enterprise
10. Furniture refinishing
11. Painting
12. Basic electricity
13. Cooking

UNIT VI Special Visitors to R&D Class

1. Mrs. Embry - February 18-20
2. Mr. McMillan - February 29 - March 1
3. Mrs. Alpha Brown - March 4
4. Mrs. Vinson, Supervisor City Schools
5. Mrs. Anderson, Principal Fifth Avenue School
6. Mrs. Bolman, City School Music Instructor
7. Mr. Dees spoke to class.
8. Mr. Owens spoke to class.

Donnelle Ray
Teacher

NARRATIVE CURRICULUM REPORT NUMBER 2

When October came, our "What We Do in the Summer" bulletin board became completely obsolete. The class noticed this and suggested we do something about it. "What's so special about the month of October?" I asked. "The leaves are changing," came one reply. "People harvest crops," came another. "What happens at the end of the month of October 31?" I prodded. Finally, "It's Halloween!"

We wrote the words October and Halloween on the board along with words to describe the month and the season. Then together we planned a new bulletin board. Students sketched ideas at their desks. _________, who is very talented in art, volunteered to direct the bulletin board arrangement. He cut patterns for the "picture" and let other students cut replicas. Some of the students busied themselves with cutting out witches and black cats and colored leaves. Two students painted a tree trunk on newsprint and cut it out. The bulletin board was beautiful: real leaves that had been dried and pressed to retain autumncolors were attached to the painted tree trunk; there was a broken fence, pumpkins, cornstalks, a cat, a bat, a witch, and a big yellow moon. Witches, cats, and pumpkins were taped onto the walls. Our room became a real spook house, and all the little spooks had so much fun!

When we had finished our decorating spree, we talked about the dangers of autumn: hunting and camping accidents as a result of carelessness, and forest fires. Thus, I introduced a unit on safety. Interspersed with other activities, this unit was carried through the month. Areas covered were fire-safety, safety in the home, safety on the job, safety at play, driving and traffic safety.

In studying fire, we planned a method of escape from the classroom in the event of a facility fire. We discussed the proper use of fire alarms. We looked at a "View Master" reel showing the fire department in action. And, of course, we studied causes, prevention, types of fires and extinguishers used.

Home safety included a run down on each room in the home: we listed all the causes of accidents in each room and in the yard. Each student took home a check list to refer to in checking his home. One parent reported that her son had been "picking up around the house" as a result of our study. Students brought to class either verbal or written lists of hazards found in their homes; when possible, some of the hazards were corrected by youths. Home safety pamphlets from Sears-Roebuck were given each person.

In safety on the job , we dealt primarily with the handling and storage of various tools and equipment. We also discussed types of safety signs usually displayed in work areas--for example: the "NO SMOKING BEYOND THIS POINT" in our own shop.

Safety at play involved conduct as well as proper handling of play equipment. We included wrong types of play like pulling chairs from beneath friends or pushing at the water fountain.

I think the class found the area on driving and traffic safety most rewarding. Youths able to read answered questions taken from I Want A Drivers License. I gave them spelling words from this booklet as well as words from the other areas studied. Youths who could not read and spell or who could not write, studied types of road signs and traffic lights. When able to identify a particular sign, each one painted or cut the sign from construction paper and glued it on a large poster card. I also gave them questions to answer orally. We invited Patrolman Lightfoot of the education division of the state highway patrol at Decatur to talk to us. He gave out driver's manuals and safety folders including a folder on bicycle safety. He used the chalkboard for demonstrating safe driving techniques and working problems on safe stopping speeds. He told the group about radar and electronic devices used in checking speeds. He explained procedures for taking the test for a driver's license. He ended his talk with a question-answer period. There was good response from the group. Prior to his coming, we made a list of questions that we might ask if he did not answer them in his talk. These included questions about pedestrains and bike riding as well as driving. Several of the youths owned or had access to bikes, and were concerned about where to ride them and where to park them downtown.

Patrolman Lightfoot was warm and friendly. He talked on about fifth grade level.

Later two youths reported that they had read the entire driver's manual at home. The same two and others, including one who could not read at all, took home the I Want A Drivers License booklet.

An excellent activity which came near the end of the month or unit was the making of safety posters. Each youth chose a particular subject such as Safety on Stairs, Fire Safety, Safety With Tools. A picture or pictures relating to the subjects were clipped from magazines and glued on the posters. Then rules were written beneath the pictures. This experience gave practice in recalling rules we had discussed and in creating new ones. It gave practice organization and consistency. In no case did a youth stray from his subject in making rules.

We practiced pedestrian safety enroute to a vacant lot two blocks away where we played softball. We planned the route we would take and set up rules accordingly. We also had to set up "punishment" when two youths broke the rules by straying ahead of the group and jay-walking at a busy intersection. It happened on Wednesday: We played no more softball until the following week. The rules were not broken again.

While studying signs we had reports on signs seen going to and from the Facility. We also had reports on signs seen over the period of a weekend. We talked about them and illustrated them on the chalkboard. We wrote a story about an unsafe driver who had an accident.

Interspersed activities:

As during the month of September, we often held extended discussions and "lessons" in anything that might pop up. Nothing could or can ever be planned too pat.

On October 2, two of the youths on our class reported on outside reading they had done. ________gave an interesting brief on Kennedy's book called PT 109. Then _______reported a story he had read in a magazine (probably a "true story"). It concerned a teenager and her sufferings in overcoming hate for raping another little girl. One thing led to another, and soon we were discussing the right person to date.. and then, the right person to marry........

To the question, "What would you look for in choosing the right girl?" _________answered: "I'd want her to be neat and orderly...with more intelligence than Mama...I respect Mama and all, but you know what I mean...She'd need to be someone to share but not be bossy...When I marry, I want it to be for one time... the only way we'll part is if she dies of an accident or something. I want her to belong to the same church I do (Church of Christ), and be a Christian...someone who'd raise our kids the way they ought to be raised." _______had been studying marriage in his Sunday School.

To the same question, others responded in agreement with _________, or with repetition or brief additional comments. However, there was one exception: ________! He answered, "...five foot-two, blond, blue-eyed...number one--can cook, number two--can clean house, number three.....I haven't decided about number three yet." I could not distinguish whether he was trying to be different or funny or if these were really his "values."

A different discussion arose when one youth reported having killed a snake. So, we talked snakes, snakes, snakes. I exhausted what I had learned about snakes in vertebrate zoology and read from a book on snakes that we had in our bookshelf. I explained the difference between poisonous, non-poisonous, and constrictors. I told the class about pit vipers and demonstrated the difference between non-poisonous and poisonous snakebites. A couple of fellows explained how to treat a snake bite. The following day, one of them brought a snakebite kit and demonstrated its use. We discussed superstitions about snakes the milk snake, the hoop snake, the glass snake, and others. Almost everyone told about some personal experience he had had with snakes. Following the discussion and demonstration, I gave a "quiz" about some of the most interesting snakes. It involved matching the names of snakes with some interesting facts we had discussed about each one.

Once we got involved in a discussion about applying for a job. We did role-playing of job interviews. The girls acted as secretaries or receptionists. They accepted appointments by telephone and announced those who came for interviews. The fellows acted the roles of businessmen and interviewees. The interview conversations were most delightful! Following each "interview," we tried to recall and correct bad procedures and pointed out good procedures. Then we looked at a film strip on the job interview. During the film, we pointed out mistakes we had made in our role-playing. Every youth participated in this activity, although at the beginning, some were shy and hesitant. A couple of us brave ones broke the ice: I played the part of the big executive with a cigar! By finish time, some who had been squeamish at the beginning had done repeat performances.

In October, we began reading My Weekly Reader. Each Friday became "Newsday." We worked in groups according to levels of ability. Those in the first level group were more interested in the Reader than those on more advanced levels. I suppose it was my fault, but news of foreign politics and the United Nations were just too far from the world of these people. To them, the most interesting sections were those on science or exploring. Once we read about sea diving and a special diving tank in which two men lived on the ocean floor. We worked problems to figure the size of the diving tank and the amount of oxygen needed for a particular period.

On October 25, an old steam engine came to town. It was being demonstrated on the tracks about two blocks from our classroom. The engine had been used during the Civil War. It was beautifully colored--red, yellow, and black--complete with wood in the wood car. Of course, we took a ride in the lovely old passenger car... all the way to North Florence and back. The train traveled in reverse on the return trip. It was even more thrilling for the class to know they rode in the same coach in which Liz Taylor rode in the movie "Raintree County." A second coach was made into a museum in which the old engine was compared with the new. A conductor dressed in typical costume of the Civil War days and passed out post cards with a picture of the old engine. The engineer was also in the costume of the day.

When we returned to the classroom, we wrote a story about our morning adventure. We discussed progress made in travel over the years. We used the world map to show how countries and our cities have been brought closer together because of improved communication and travel. I felt that the train ride was most enriching. Some of the students had never ridden a train before.

The week before Halloween, we decided to clean and wax the classroom floor. The city superintendent offered the services of the janitor, but naturally we preferred to do it ourselves. The janitor did supply us with mops, buckets, soap, wax, buffer, scrub pad, etc. We first estimated the cost of materials from figures given us by a nearby wholesaler. We worked out the procedure of removing dirt and wax, mopping, drying, rewaxing, and buffing. We had to move out the small pieces of furniture.

After soaping the floor, I taught the method of using the scrub pad on the large buffer to those wanting to learn. I had used a similar machine in college doing part-time work. One by one they worked to conquer the surprising power of the machine. When waxing time came, we all went barefoot to prevent tracking dirt onto the floor. I demonstrated the proper way to apply wax to prevent streaking and how to use the buffer with a buffing brush. This was truly a learning experience for most.

To plan our Halloween party, we elected committees to work on various areas. From the ceiling, the decoration committee hung paper chains and Japanese lanterns made from construction paper. As part of the decoration, we also used papier mache masks made earlier in the month (that was the time we had the trouble with the fruit flies and sour dough). We cut small pumpkins and black cats to glue on invitations and paper napkins. The two girls wrote the invitations to the shop personnel. We made two real jack o'lanterns. Everyone "chipped in" to pay for refreshments. Two of the fellows baked a delicious cake. ______acted as hostess: she poured the punch. The city superintendent came to our party. He was very much impressed by the work the class had done, and we were very proud. The greatest part of the planning and actual work was done by the boys and girls, and it was marvelous!

During the month, I gave an ABC's coloring book to a youth who could not read or even recognize the letters of the alphabet. He loved it and was not embarrassed at all--even when one member of the class poked fun at him.

October was a beautiful and wonderfully rewarding month.

Yoniece Miller

NARRATIVE CURRICULUM REPORT NUMBER 3

Unit: Motels and Hotels

This was the week after my trip to Decatur and they were most eager to hear about the class and all my experiences. I began a unit this week on how to take a trip - studying about the differences in motels and hotels. I brought back all the literature I could "steal" about the Holiday Inn and even brought the instant coffee and cocoa from the dispenser in the room. We read about the differences in a hotel and a motel in our Golden Encyclopedia. We studied such questions as "What is the difference in a hotel and a motel? How many motels are in Dothan, how many hotels? What are the ways to make reservations? I showed them how I wrote for a reservation and the letter of confirmation that I received. They practiced writing for specific reservations at a motel, learning the form again for a business letter. They learned specific vocabulary words such as reservation, registration desk, motel,hotel, etc. They located all the motels and hotels in Dothan and made a large chart listing all of them They learned to arrange them in alphabetical order; they used the telephone in the room to call all the motels and hotels and find their prices for a single and double room. (See the enclosed typed sheet for examples of the type arithmetic problems which were used in this activity). They used a large rate chart which they had made to find the prices for the single and double rooms.

This week we also had two more films from the Houston County Health Department. They were both based on how teenagers can fit into a home and make it a happy, healthy place in which to live. I felt that this was particularly therapeutic for some of them since so many of the kids come from broken homes. The films were seen and then general discussions were held concerning the materials in them. We discussed our own homes - the things about them that we did not like and then the things that we liked. We listed all the things that we could do to make them a more pleasant place in which to live.

Work These Problems:

1. If you spent 17 nights at the Town Terrace Motel in a single room, how much would your bill be?

2. If you spent 11 nights at the Holiday-Inn Motel and had a single room and a double room reservation, how much would your bill be?

3. If you spent 21 nights at the Houston Hotel in a single room, how much would your bill be?

4. If you spent 12 nights at Adams Motel in a double room how much would your bill be?

5. If you spent 13 nights at Leon Motel and had a single room and a double room reservation how much would your bill be?

6. If you spent 19 nights at the Parkway Motel and had a double room, how much would your bill be?

7. If you spent 27 nights at the Town Terrace Motel and had a double room and a single room reservation, how much would your bill be?

8. If you spent 15 nights at the Heart of Dothan Motel and had a single room, how much would your bill be?

9. If you spent 15 nights at the Carousel Motel and had a double room, how much wouldyour bill be?

10. If you spent 12 nights at Hillcrest Motel and had a single and double room, how much would your bill be?

List all the motels and hotels on the chart on the bulletin board in alphabetical order.

This week as a continuation of the unit on motels and hotels we took a field trip to the Houston Hotel. Before we went we prepared a long list of questions we wanted to know about the hotel. I have attached part of the questions that they prepared. When we went on the trip we had arranged to go into the coffee shop and order a drink so they could have the experience of ordering, seating the girls, appropriate behavior, paying the check, etc. This we did, and afterwards toured the hotel. We saw the registration desk, switchboard, all the shops in the hotel, the difference in a single and double room, the linen room,the ballrooms, etc. They asked the woman who was showing us around all the questions they had brought with them. When we came back we used the field trip in a variety of ways. We got a city map and traced on the map how we got to the hotel. We then constructed a map of our own on a large piece of cardboard showing all the major streets and points of interest along the way. We got small cardboard boxes and painted them to represent the drive-in movie, the bank, the post office and the hotel. These were then placed in the appropriate places on the map.

We also made charts and discussed the answers to our questions we had made. We wrote thank you letters to the manager for our trip to the hotel, we figured our bill for our drinks in the coffee shop, we listed all the jobs available at the hotel.

List of Terms:

1. chain hotel or motel
2. night clerk
3. registration desk
4. switch board operator
5. single
6. house detective
7. double room
8. bellboy and porter
9. clean-up people
10. room service
11. lodgings or accommodations
12. dining room
13. barber shop
14. beauty shop
15. drug store
16. florist shop

Another activity which we had for a good learning experience as well as fun was that of making a freezer of homemade ice cream. One of the girls brought her freezer from home. We went to the store and purchased all our ingredients. Then we measured these carefully and read our instructions for making the cream. We followed the directions and all had a hand in mixing the ingredients. When we finished we poured it all into the freezer and _______turned the crank until it was frozen. The gallon we made was more than enough to serve our class as well as the other clients in the workshop. They enjoyed this and the cream was delicious.

Questions about the Houston Hotel:

1. How does the Houston Hotel look?
2. About how many people stay in the hotel during a week?
3. Is there a switchboard operator?
4. How many rooms are in the hotel? How many singles? How Many doubles?
5. Who owns the hotel?
6. Who built the hotel and how long has it been there?
7. How many people can stay there at one time?
8. How many shops are in the hotel?
9. Is it a clean hotel?
10. Do they have business all night? Do they have business all day?

11. Do they have a playroom or area for children to play in?
12. How old do you have to be to work there? What kind of jobs do you have?
13. Is there a house detective?
14. How many people work here?
15. Are the rooms air-conditioned?

G. FIELD TRIP REPORT

Field trips have been encouraged since many youths included within the project have never had any experiences of that nature. Mrs. Eubanks of the Tuscaloosa Project reported the following fishing trip.

Fishing Trip. Our fishing trip was planned and executed very hurriedly. We had been talking about going on a fishing trip since April, but at that time we had no funds, and until May the 19th remained without any. On that day we were given a check for $25.00 from our workshop manager. There was one full week of school left, and I would be unable to go anywhere the next week. We set the date for May 23rd and 24th. We did not have time for the students to write and request our place to stay so I saw about that over the weekend. We had hoped to rent two cabins on Pate's Lake in Carrollton. Mr. Pate told us that he wouldn't let us have those, to take his private lodge in Carrollton for $10.00, and fishing would be free. This was more than we had dreamed possible.

I went back to school Monday and told the boys where they would be staying, and gave them notes to take home to their mothers. Luckily, we had been working on a unit in food buying for several weeks, and now this really was useful. We had $15.00 left to buy food for nine people, plus, we hoped some more, for four meals.

Monday we looked at road maps, and discussed where we would be going. The students figured how far it was, and discussed what they would need to take in the way of clothes, bedding, toilet articles, etc. I had never seen the lodge, but we knew that it had a kitchen, two bedrooms with eight double beds, and a telephone. We went over our newspaper ads for food prices.

Tuesday we visited almost every grocery store in Tuscaloosa. I had estimated that our food would cost about $16.00. The students had made menus on Monday, figured the amount of the items we needed, and then when they visited the grocery stores they got the cost of these items. When we got back to school we took our list, put the food on the board, and let each student give us the prices he had found. For most of the items, like milk, they had the price on one half-gallon. Then they had to multiply that by the number we needed. In some instances they had to divide. Then we added up the total cost to see at which store we could get the cheapest prices. We found the store, and Wednesday we went there and let them buy the food. They bought it all for $13.00. We then had enough left for soft drinks, and a few odds and ends.

Tuesday we also discussed how to cook the meals, and decided who was going to cook what. They decided who would set the table, clear the table, prepare the meals, wash the dishes, and dry dishes.

Wednesday we were having difficulty finding someone to go with us. We could not get all our equipment and people in one car. Mr. Mills called us at eight o'clock that night and told us that he and Mr. Clements would be able to go Thursday and stay for a little while. One of the boys' parents were coming down Friday so that solved that problem.

Most of Wednesday morning was spent in going to different places to get different items. The students wanted to go and see the various fishing material, get hooks, etc. so we had a lot of fun looking and buying.

Thursday morning we had one student who had been present all year so we presented him with his gift, a jointed fishing pole. (We had told all the boys earlier not to worry if they did not have fishing equipment since we had some cane poles in Carrollton they could use.) Another student informed us that come next year he was coming everyday if he had the measles, whooping cough, and typhoid combined.

We got everyone packed into our car, and the pick-up truck. It had turned cold Wednesday night, but that didn't slow any boys down from volunteering to ride in the pick-up. In fact, it was preferable to the car. The students in our car read the road signs, pointed out the way, learned how to distinguish the trees, and flowers along the wayside.

We arrived in Carrollton about nine-thirty. We stopped up town to get some more fishing equipment, and to let the boys view the face in the window. We stopped at ________'s parent's home there and got the jeep. Boys left the truck and car for the jeep. We drove about four more miles to the lodge. We looked at the front gate. It was locked. Rather disgustedly we took the car and went to get the key. We found Mr. Pate, and he laughed and informed us that the gate was open, it was just fixed to fool folks. He said that he would come down and open the lodge for us. When we got back to the gate, Mr. Clements was no where to be seen in the pick-up truck. We opened the gate, and drove down to the lodge to be met by a group of laughing folks. They weren't fooled a bit. Boys were everywhere getting out fishing equipment. They were taught how to bait a hook if they didn't know how. Then everyone set in to fishing. We just didn't have the money for supper that night, so everyone was told that he had better catch some fish, and catch them they did. Every boy there caught at least four, some a lot more. Mr. Clements had caught twenty by three o'clock, so he took Mr. Mills back to Tuscaloosa, and came back to spend the night.

The lodge was even more than we expected. The kitchen was huge, with a large living room ajoining it with two couches, and television set. There were two bedrooms, bath, and screen porch along the lake side. The lake has a cleared area all around it with dirt crosswalks going out into it.

We got everyong in to eat lunch, and the boys fixed a very good one around 1:00. Boys disappeared immediately after eating and went back to fishing. The dish washing detail had them washed and dried in fifteen minutes. No one complained of cooking or cleaning up. In fact they did a lot of kidding about who had to do it, but they did an excellent job.

At eight that night we were trying to get boys off the lake to clean the fish. We succeeded and started supper. ______'s parents came down to eat with us, bringing some fish they had at home, and the boys seemed to enjoy having guests. Some of the fish were small, and some were burnt, but they were delicious.

We got the table cleaned, and dishes washed while most of the people were watching television. Then we showe d the movies we had made of the picnic, and another one that we had made to show in connection with a unit that wasn't "gotten to" this year. It was about ten by this time. The boys knew that we had said that we would make ice cream that night after supper. They were becoming concerned, because it was getting late. Were we still going to let them make ice cream? We told them yes, and they made the ice cream. At one in the morning we were getting the last boys through the showers. They rough housed in their bedroom for awhile, and around two everyone settled down to sleep. (Thankfully the television goes off at night.)

At five, boys were up and out on the lake. They had made their own safety rules, and they did not break them. We had to add one, because some of the boys were leaving their fishing poles with hooks not fastened lying on the ground. Other than that there were no problems.

Mr. Clements had caught fifty fish Friday morning, but the rest of us hadn't had much luck. By lunchtime we were tired of fishing. We cleaned up the lodge, packed, and came back at three. The boys in our car were sleeping on the way home, and as soon as I got home I was ready for bed.

This trip was the most enjoyable I have ever been on. All of us wanted to stay another three days. The boys are talking about how we can get enough money next year to come back and stay a week.

Monday we will write thank you notes, and probably spend a lot of time talking about the fun we had.

CHAPTER V

EVALUATIVE PROCEDURES FOR INDIVIDUAL PROJECT UNITS

The major assignment for the Project Coordinator for the second year of this Project has been to give exhaustive attention to evaluative procedures. This Chapter presents in detail the evaluative procedures used in each of the ten project settings. There are some respects in which the units differ, however, there seems to be a general pattern. That pattern is as follows: (1) the committee approach is utilized in each setting. In some units, the Admissions and Dismissals Committee also serves as the evaluation committee, in other units, the evaluation committee is a different committee, but taken from the membership of the Admissions and Dismissals Committee. (2) Regularly scheduled meetings are held each month. Called meetings may be initiated by any member of the committee when deemed necessary. At regularly scheduled meetings, each pupil-client is discussed as to progress, needs, and vocational prognosis. Discussions include data for each pupil-client based upon observation, evaluation, case history, progress reports by the teacher, workshop manager, and liaison rehabilitation counselor. Goals are established for each pupil-client through these evaluations in the areas of personal, social, and vocational adequacy. The appropriate individual then assumes responsibility for meeting those needs; i.e., the teacher, the workshop manager, the liaison rehabilitation counselor. Such designation of responsibility on an immediate basis is dependent upon experience, training, and available materials and supplies. Stated another way, responsibility is delegated to the individual best able to assist the pupil-client in meeting that particular need or goal. The project teacher in each setting is delegated the responsibility for serving as secretary and compiling and disseminating decisions relative to each pupil-client. (3) Each potential pupil-client is evaluated prior to admission. Information considered includes: psychological reports, medical reports, school records, reason for referral, feasibility as a potential pupil-client, social interest, results of home visitation by any member of the committee, and all other pertinent information obtained by any committee member. (4) Within the classroom, the teacher makes continuous evaluation through the use of anecdotal records, observation, case history, check sheets of social adequacy, check sheets for work skills, and other techniques. Copies of such evaluations are given to the workshop manager, liaison rehabilitation counselor, and filed for teacher reference. These evaluations center in the areas of personal, social, and vocational adequacy. (5) The Workshop Manager and/or Instructors make weekly evaluations of work-skills and habits through a check sheet method or by a narrative form of reporting. These reports are based upon evaluation in all work activities within the workshop. Copies of these evaluations are given to the project teacher, liaison rehabilitation counselor, and are filed for shop reference. (6) Evaluations are made by the rehabilitation counselor based upon home visits, counseling sessions, progress reports from the teacher and workshop personnel, and other pertinent data. (7) All evaluations are utilized by the committee for program planning, need for additional evaluations, and for evaluation for a specific objective within the five categories outlined on page 258 of this report. It should be noted that stress has been placed that all decisions pertaining to a given pupil-client must be reached through conference and only after full consideration of all objective and subjective data which are available.

ANNISTON EVALUATIVE PROCEDURE

During the 1962-63 project year, the Anniston class has been carried as an adjunct to the ten Research and Demonstration Project classes of this project. For a major portion of the school year the Anniston class was housed in a building adjacent to the Anniston City High School and was not housed within the framework of a Workshop or Facility. As a result, numerous problems arose concerning work assessment and evaluation activities. Transportation was not available to enable pupil-clients to work in the existing workshop for a portion of the school day. That situation existed from September through February. In February the class moved into a newly completed portion of the Workshop which was designed specifically to house this class. Beginning in February, the project teacher, rehabilitation counselor, and workshop manager were faced with problems which could be worked out only through time. Specifically, those problems were: (1) the length of time for pupil-clients to be in the workshop itself, (2) orientation to the workshop, (3) acceptance of pupil-clients by workshop clients (4) orientation of shop personnel to handling and working with young mentally retarded adults, and (5) the provision of a program of activity designed to best suit the needs of these pupil-clients. The three individuals specifically concerned with these problems spent an appropriate amount of time working through the problems and much progress was manifested in the five areas during the four months period, February through May.

The project teacher, vocational rehabilitation counselor, and workshop manager each devoted an appreciable amount of time to a concerted public relations program. Appropriate publicity was given to the class in conjunction with the opening of additional space within the already existing facility and concerning the new classroom. No pupil-client was identified by name or through any other form of identification. The project class teacher also took the initiative in offering her services as speaker for local clubs and civic organizations. Church and civic groups requested her services and the program was explained to them in its entirety. As a result of those efforts, the class received support from and acceptance by civic groups in the Anniston area.

Admissions and Dismissals. The Anniston Admissions and Dismissals Committee consists of the Attendance Supervisor of Calhoun County, Attendance Supervisor of Anniston City Schools, Director, Department of Pensions and Securities, Representative from Calhoun County Society for Crippled Children and Adults, Representative from Juvenile Courts, Workshop Manager, Vocational Rehabilitation Counselor, and Project Class Teacher. Referral of pupil-clients for consideration for the project class may be made from several sources. Among those are the Welfare Agency, County and City School Principals, Pensions and Securities, Society for Crippled Children and Adults, County and City Attendance Officers, and the local Rehabilitation Service. It should be noted that any interested individual may refer a prospective pupil-client.

Application for admission for inclusion within the project class may be taken by the vocational rehabilitation counselor, the project teacher, and attendance supervisors of either the County or City School Systems. Form #1, page 66, is used for such application. Consideration by the committee regarding inclusion of a pupil-client is concerned with psychological evaluation, medical evaluation, and any other pertinent data which are available.

Evaluation. Reports are made directly to the parents in a written check list form, Form #3, page 70 , on a 3 per year basis. Additional reporting is done should the pupil-client's behavior or adjustment necessitate. Copies of the written report to the parent are filed within the pupil-client's record file, in the files of the workshop manager, and in the files of the local rehabilitation counselor. The workshop manager evaluates each pupil-client and his work behavior during all workshop experience. Those evaluations are recorded on Form #2, page 66 . Form 2A also is used and consists of a narrative report by the workshop manager. An example is included on page 68.

Form #4, page 70, is used to establish some reciprocation of information between project teacher and parents of each pupil-client. Form #4, page 70, is an example of this reporting.

The teacher completes psychological, physiological, and sociological ratings on each child as indicated in Form #5, page 71. Those forms are completed three times each year, with copies filed within the pupil-client's records as a source for discussion, teacher evaluation, and as a source of information for the workshop director and rehabilitation counselor. A check list for social adjustment is completed three times per year by the project teacher, Form #6, page 72. For the 1962-63 school year, the physical education teacher also was asked to complete forms. For the 1963-64 school year the workshop director and instructors intimately associated with each pupil-client will be asked to follow through on this type evaluation.

Job Training and Placement. As noted in prefacing remarks, this unit was not operative within the framework of RD-842 until February, 1963. As a result no pupil-client had been placed as of August 1, 1963. It should be noted, however, that the rehabilitation counselor, workshop director, and project teacher have given serious consideration to job placement and job training procedures. Job placement responsibilities will be assumed by each of those individuals, however, direct responsibility for job placement will be assumed by the rehabilitation counselor. No pupil-client will be placed in a job training situation or in a permanent job setting without complete evaluation by the rehabilitation counselor, workshop manager and project teacher. The group or team approach is used throughout the entire program in the Anniston setting, beginning with acceptance into the class and following through all evaluative procedures to a final job placement.

ANNISTON EVALUATIVE PROCEDURE FORMS

Form #1

Application Form
Vocational Rehabilitation
Pre-Vocational Project Class

Name____________________ Age__________ Sex __M__F__ Date of birth________

Address______________________________ Phone______________

Last School Attended__________________ Highest Grade Completed__________

Father's Name____________________ Address________________ Phone__________

Mother's Name____________________ Address________________ Phone__________

Referring Individual____

Address____ Phone__________

I hereby consent for my child to be given the screening tests as outlined by the Demonstration Project for Vocational Rehabilitation Pre-Vocational Class and to comply with all other provisions thereof.

Signed:

____
Parent or Guardian

I hereby assume all responsibility for transportation of my child to and from the class.

Signed:

____
Parent or Guardian

Form #2

Evaluation and Work Behavior of Workshop Experience

Name____________________________________ Date____________________

ATTITUDE TOWARDS:	GOOD	FAIR	INDIFFERENT	BAD
Supervisors				

Form #2 (Continued)

ATTITUDE TOWARDS:	GOOD	FAIR	INDIFFERENT	BAD
Other Workers				
Work Assigned				
Safety Practices				
Direction Given				
Criticism				
Care and use of equipment				
Memory for details				
Desire to work				
Dependability				
Work without supervision				

PHYSICAL OBSERVATION: Strength of: (a) Hands__________ (b) Arms__________

(c) Feet__________ (d) Legs__________ (e) Back__________

DEXTERITY OF: (a) Fingers__________ (b) Hands and Arms__________

(c) Feet and Legs__________

Coordination of both hands____________________

Eye-Hand Coordination____________________

Foot-Eye-Hand Coordination____________________

Vision_______________ Hearing_______________

Speech_______________ Personal Grooming_______________

COMMENTS:______________________________

Form #2A

OPPORTUNITY CENTER
Workshop for Disabled
217 West 13th Street
Anniston, Alabama

April, 1963

____

WORKSHOP ACTIVITY

OBJECTIVIES: To evaluate the individual for potentiality that may be adjusted for Sheltered Workshop Training, or Work Habits that may fit into Regular Work Employment.

______is a young man 20-years of age. The Testing Material used by the Consulting Psychologist shows that his I.Q. Rating falls within the I.Q. Range that qualifies him for the Special-Class-Workshop Training Program.

______came into the class last fall, and we brought him into the Workshop for evaluation during this month. We find that he has a very pleasing disposition, and is showing much interest in the workshop program. He seems to have the ability to follow the instruction of the supervisor, and he is very regular in attendance. He seems more interested in the work of our Upholstery Dept. than any of our other projects. However, it is hard to determine at this time if he has the potentiality that would fit this type of work. The interest that he is showing in the Assembly, Woodshop and Upholstery Departments makes us believe that he is benefiting from the program. The instructors report very favorably for him.

It is our plan to continue further evaluation, and also to give some Manipulation and Dexterity Tests.

May 17, 1963

MANIPULATION TEST

PLACING	TURNING
85 + 76 + 71 + 73 = 305	73 + 64 + 63 + 68 = 268
%Placement--- 5 @ - 4Q	% Placement--- 5 @ - 5Q
Faster than .12% of Population	Faster than .12% of Population

May 23, 1963 PURDUE PEGBOARD DEXTERITY TEST: Industrial Rating

Right Hand-------------- 11 + 13 + 14 = 38-------- 5 Percentile
Left Hand--------------- 13 + 14 + 13 = 40-------- 17 Percentile
Both Hands (Pairs)------ 10 + 11 + 11 = 32-------- 16 Percentile
R + L + B--------------- 34 + 38 + 38 =110-------- 6 Percentile
Assembly---------------- 34 + 29 + 32 = 95-------- 29 Percentile

EVALUATION AND WORK BEHAVIOR OF WORKSHOP EXPERIENCE

NAME: ____________________ DATE: May 1963

ATTITUDE TOWARDS:	GOOD	FAIR	INDIFFERENT	BAD
Supervisors	x			
Other Workers	x			
Work Assigned	x			
Safety Practices		x		
Direction Given		x		
Criticism		x		
Care and use of equipment		x		
Memory for details	x			
Desire to work	x			
Dependability	x			
Work without supervision		x		

PHYSICAL OBSERVATION: Strength of: (a) Hands good (b) Arms good

(c) Feet good (d) Legs good (e) Back good

DEXTERITY OF: (a) Fingers fair (b) Hands and Arms fair

(c) Feet and Legs fair

Coordination of both hands fair (accurate but slow)

Eye-Hand Coordination good (but very slow)

Foot-Eye-Hand Coordination fair (very slow)

Vision good Hearing good

Speech good Personal Grooming good

COMMENTS: ____________ puts forth much interest, and wants very much to work. He works with accuracy rather than speed. In the Manipulation and Dexterity Tests given, he falls toward the lower range on the bottom 50 of the Industrial Rating. We believe ____________ is benefitting from the program, and if he continues to improve we believe he would benefit from a Regular Workshop Training Program.

Form #3

TEACHER TO PARENT REPORT

NAME______________________________ DATE______________

Dear Parent:

As a teacher, I try to observe many things about my students. This helps me to do a better job for them. All items may not apply to your son or daughter, but those you find checked do.

	Good	Fair	Improving
Good Grooming			
Obedience			
Gets Along With Others			
Sticks To His Work			
Controls His Temper			
Depends On Others			
Has A Sense of Humor			
Good Relation With Teacher			
Works Well With Others			
Follows Instructions			
Puts Away Materials When Finished			
Interested In His Accomplishments			

Teacher Remarks:

Form #4

Parent to Teacher Report

Date______________

After attending the Special Class, what do you observe about your child concerning the following items?

I find that (Name)______________________

Please check:	Not improving	Is improving
Good grooming		

Form #4 (continued) Not improving Is improving

Consideration for others in the family________________________________

Mixes well with others________________________________

Manners________________________________

Shares Possessions with others________________________________

Practice Health Habits________________________________

Believes in Himself________________________________

Takes new responsibility at home________________________________

Desire to improve________________________________

Wants to work________________________________

Self control________________________________

Depends on Others________________________________

Can take criticism________________________________

Good Sport________________________________

Remarks:

Form #5

PSYCHOLOGICAL, PHYSIOLOGICAL AND SOCIOLOGICAL RATINGS

1. Stability:
   1. '

Always well poised and dependable	Fairly well balanced	Fluctuates often not dependable

2. Cooperation:
   1. '

Always willing to cooperate	Usually willing to cooperate	Obstinate; seldom cooperative

3. Memory:
   1. '

Good powers of retention	Immediate memory only	Memory not at all dependable

4. Leadership:
   1. '

Natural interests appealing to playmates	Leadership expressed occasionally	Displays no qualities of leadership

5. Physical Condition (General):
1.

Excellent: always feeling fine	Fair: sometimes sluggish	Poor: constant effort to supply energy

6. Health Habits:
1.

Observe all desirable health habits	Health habits occasionally observed	No interest in health habits

7. Personal Appearance:
1.

Always well-groomed, clothes tidy	Gives little attention to appearance	Slovenly clothes ill-kept

8. School Attendance:
1.

Excellent: absent only when ill	Good: Attends regularly	Poor: sometimes absent without cause

9. Interest in School:
1.

Always interested in all subjects.	Periodically interested	No apparent interest in school

10. Playground attitudes:
1.

Always plays well with other children	Plays fairly well with other children	Takes no part in playground activities

11. Fairness:
1.

Always applies the Golden Rule	Plays square only under observation	Always takes unfair advantage

12. Social Adaptation (General):
1.

Fits easily into any social group.	Succeeds only in limited groups	Remains an outsider to all social groups

13. Home Environment:
1.

Adequate, and very desirable	Fair: no objectionable features	Very undesirable

Form #6

A CHECK SHEET FOR THE EDUCABLE MENTALLY RETARDED ON SECONDARY LEVEL FOR SOCIAL ADJUSTMENT

Directions: Indicate your opinion of the student in respect to the items listed below. Use the following scale and encircle the number at the left of each item that most expresses his behavior or characteristic.

Form #6 (Continued)

Scale: 1 Never 2 Sometimes 3 Often

1 2 3 1. Listens to directions
1 2 3 2. Begins work on time
1 2 3 3. Sticks to task until completed
1 2 3 4. Depends upon others
1 2 3 5. Is punctual
1 2 3 6. Is interested in room activities
1 2 3 7. Accepts responsibility for class conduct
1 2 3 8. Accepts responsibility for personal conduct
1 2 3 9. Has nervous habits
1 2 3 10. Assumes role of leadership
1 2 3 11. Brings personal problems to teacher
1 2 3 12. Has evidence of many personal problems
1 2 3 13. Helps with planning learning activities
1 2 3 14. Adjusts to new situations
1 2 3 15. Wants to have own way
1 2 3 16. Accepts own level of attainment
1 2 3 17. Has good relations with teacher of special class
1 2 3 18. Has good relations with other teachers
1 2 3 19. Has acceptable behavior in other classes
1 2 3 20. Maintains adequate control of emotions
1 2 3 21. Resents being in special class
1 2 3 22. Evidences satisfaction in placement of special class
1 2 3 23. Has feelings of accomplishments
1 2 3 24. Is neat in appearance
1 2 3 25. Puts away materials when finished with them
1 2 3 26. Accepts responsibility
1 2 3 27. Makes friends easily
1 2 3 28. Seems to be a happy individual
1 2 3 29. Prefers working alone
1 2 3 30. Is excessively timid or shy
1 2 3 31. Tends to depend to excess upon the teacher
1 2 3 32. Shows interest in all activities
1 2 3 33. Gives up easily
1 2 3 34. Is overly concerned with marks or grades
1 2 3 35. Has a sense of humor
1 2 3 36. Is accepted by the group
1 2 3 37. Easily becomes frustrated
1 2 3 38. Enjoys other classes
1 2 3 39. Works well with others
1 2 3 40. Annoys others in class
1 2 3 41. Has trouble making decisions

Name________________________________Date__________Teacher__________________

BIRMINGHAM EVALUATIVE PROCEDURE

Admissions and Dismissals. This Committee is composed of the Director of Guidance, Birmingham City Schools, Director of Guidance, Jefferson County School System Assistant Superintendent of Special Services, Jefferson County Schools, Area Supervisor Vocational Rehabilitation, Liaison Rehabilitation Counselor, Workshop Director, Researc and Demonstration Project Class Teacher. Consideration for Admission to the project class is based upon all pertinent information pertaining to a potential pupil-client. The majority of referrals come from the County and City Directors of Guidance, since they are liaison between the special classes in the public schools and the Research and Demonstration Project Class; however, referrals may be made from any other source, i.e., public and volunteer agencies, interested individuals, clubs, rehabilitation counselors, and project class teacher. Upon receiving a referral, the liaison rehabilitation counselor assumes responsibility for obtaining the following data: medical evaluation, psychological evaluation, survey report which is based upon an interview with the parents, and social history which is obtained through a home visit by the rehabilitation counselor. As a second major function, this Committee has the responsibility of dismissing any member of the project class when all data and information indicate that the pupil-client no longer can profit from classroom and workshop experiences. The project teacher makes individual reports on each pupil-client when requested, and particularly when a pupil-client has been placed in a job training or in an on-the-job setting. In instance where follow-up on a pupil-client placement has been made by the project teacher, he also reports to the Committee on specific employer evaluations. Each pupil-client is accepted for a six-weeks trial period. At the end of that period, he either is accepted as a premanent pupil-client or is dismissed from the project. Criteria for dismissal by the Committee include (1) obvious lack of vocational potential, (2) inability to make the necessary social adjustment (3) severe deficit in motivation, (4) lack of an identifiable vocational aptitude. In a rare instance after a pupil-client was admitted, it was learned that he had an history of mental illness and a psychological reevaluation indicated that the pupil-client should be dismissed from the project class. All decisions concerning admission and dismissal of a given pupil-client are made by the Committee as a functioning whole.

Evaluation. Complete interchange of all information between the liaison rehabilitation counselor and project teacher facilitates obtaining a workable frame-of-reference on a pupil-client prior to job training and/or job placement. The rehabilitation counselor assists in screening and placement, becomes acquainted with each pupil-client through individual interviews, and keeps informed on progress and each phase of the pupil-client program. It should be noted, however, that pupil-clients are not accepted as rehabilitation clients, nor are they activitated until the rehabilitation counselor has examined carefully each evaluation made by the project teacher and by the workshop director. After such examination, the decision is made concerning the vocational potential of the given pupil-client. A second smaller committee is utilized for staffing and work evaluations. That committee is composed of the liaison rehabilitation counselor, facility manager, workshop instructors, project teacher and the facility secretary. The third Thursday of each month is set aside by this Committee to discuss the pupil-clients as to problems, progress, readiness for activitation by rehabilitation, vocational potential, and readiness for workshop evaluation and the amount of time to be spent in that phase. Evaluations of pupil-clients by the project teacher, Form #1, page 76 and Form #2, page 80, and those made by workshop personnel, Form #3, page 81, Form #4, page 82, and Form #5, page 83 are used as bases for discussions at that monthly meeting. A succinct summary of each client is made by the project teacher on Form #6, page 84, and presented to both Admissions and Dismissals Committees for their deliberation and for the information and discussion by the Facility Committee.

In the Birmingham Project Class, the project teacher is the key person due to the on-going evaluations and work experiences which exist within that classroom. The statement is made since the project teacher utilizes a highly specialized program in the areas of crafts, woodwork, metal, leather tooling, and ceramics. As a direct result of his training and background of experience, he is provided the necessary tools, equipment, and materials for a specialized program. As a part of this process daily evaluations are noted on each pupil-client. Those evaluations are summarized each three months on Form #1, page 76. Copies are distributed to the liaison rehabilitation counselor, workshop director, and a copy is placed within the classroom records of each client. As a direct result of the facility committee and its functioning, classroom evaluations and workshop activities are closely correlated and evaluated. Workshop activities which are available include manufacturing switch boxes and outlets, collating (arranging in sequence) pages for books, assembling loose left binders, assembling printed material for mailing, assembling chicken feeder valves, cutting cloth to measurement, manufacture of aluminum awnings, gluing emblems on cigarette lighters, assembling and gluing record jackets, assembling bolts and washers, gluing tiles for sales samples, manufacturing laundry bags, assembling display cards for local printers, and painting and framing pictures where painting is done by the numbers and is used for hand-eye evaluation. It should be noted that these areas are available for evaluation and assessment; however, inclusion of an area is carefully considered prior to placing a pupil-client for evaluation. Past experience seems to indicate that the printing industry affords the most satisfactory work experiences of any single industry in the Birmingham complex.

Workshop instructors and the workshop manager keep daily check sheets on the activities of each pupil-client and a progress report is made at the end of a designated 30 to 90 day training period. Those reports are based upon subjective observation and copies are filed with the liaison rehabilitation counselor and the project teacher. Due to the contract-type activities which are carried on in the Workshop for Blind and Disabled, Research and Demonstration Project pupil-clients are brought into the workshop, per se, when work is available, i.e., work activities which will afford effective evaluation situations. Project teacher and workshop manager make the decision as to when pupil-clients enter the workshop for the above noted evaluations. The evaluative period ranges from 60 to 90 days after the pupil-client has been activitated as a client by Vocational Rehabilitation Service.

Job Training and Placement. The sequence or plateaus of activities and evaluations begin with (1) classroom evaluations and continue through (2) work experiences within the shop, (3) evaluations within the shop, (4) on-the-job training, and finally (5) job placement. When a pupil-client is ready for vocational consideration the director of the workshop, liaison rehabilitation counselor, project teacher and workshop supervisors meet and in discussions based upon evaluations and records, a determination is made whether the client is to be placed in an on-the-job training situation, if he be ready for actual job placement, or if he should become an employee within the workshop in a sheltered-type situation. This latter classification, sheltered employment, may be either a terminal or a temporary placement. In the case of on-the-job or actual job placement, the rehabilitation counselor and project teacher continue to make periodic contacts with the employer and progress reports are requested and filed with the appropriate individuals.

Counseling. The counseling program includes both the pupil-client and his or her parents. The project teacher makes an initial home visitation to obtain information for case histories and to begin establishing rapport with the family. Visitations also are made at other times as a specific need presents itself. Limited guidance is done by telephone conversation and through correspondence; however, counseling is done in a direct one-to-one setting. The rehabilitation counselor and workshop director also assume responsibility for counseling both with the pupil-client and with his or her parents. During the initial interview with parents prior to admission of a prospective pupil-client, Form #7, page 86 , Form #8, page 87 and Form #9 page 87 are explained by the workshop director and their completion is required prior to continued consideration.

The project class teacher uses a written report to the parents a minimum of three times each school year. Form #2 is used for such reporting. It should be noted that this method of reporting is used in addition to parent conferences.

BIRMINGHAM EVALUATIVE PROCEDURE FORMS

Form #1

EVALUATION

Name______________________________ Date______________

Sex______ Date of Birth________________ ____ CA ____ MA ____ IQ

Address______________________________ Phone____________

Father______________________ Age__________ Occupation____________

Mother______________________ Age__________ Occupation____________

Brothers____________________ Sisters____________________

A. Physical

Height____________ Weight____________ Eyes__________ Speech____________

Handicaps____

General Health____

Comments____

B. Educational

Reading Level____

Arithmetic Level_______________________________________

Spelling______________________ Writing__________________

Grade completed in regular school______________________

Vocational Interest or Skill Indicated_________________

Comments____

C. Personal Appearance

	Often	Sometimes	Never
Neat			
Courteous			
Calm			
Self Confident			
Shows Self Control			

Form #1 (Continued)

	Often	Sometimes	Never
Good Grooming			
Gets Along With Others			
Depends on others			
Annoying mannerisms			

Comments____

D. Social

Makes friends easily			
Gets along with others			
Has a sense of humor			
Likes to be alone			
Annoying Mannerisms			

Comments____

E. Abilities

Follows Instructions			
Assumes responsibility			
Sticks to work			
Works to capacity			
Sustained effort			
Can take pressure			
Precise in work			

Comments____

F. Behavioral Factors

Assumes role of leadership			
Sense of humor			
Mixes with crowd			

Form #1 (Continued)

	Often	Sometimes	Never
Emotional			
High temper			
Easily frustrated			
Snap decision			
Slow decision			
Annoys others			
Wants to be alone			
Timid			
Comments			

G. Personality Traits

Listens to directions			
Begins work on time			
Sticks to task until completed			
Depends upon others			
Is punctual			
Interested in room activities			
Accepts responsibility for class conduct			
Accepts responsibility for personal conduct			
Has nervous habits or mannerisms			
Assumes role of leadership			
Brings personal problems to teacher			
Has evidence of many personal problems			
Helps with planning learning activities			
Adjusts to new situations			

Form #1 (Continued)

	Often	Sometimes	Never
Wants to have own way			
Accepts own level of attainment			
Has good relations with teacher			
Maintains adequate control of emotions			
Resents being in special class			
Happy to be in special class			
Has feeling of accomplishment			
Is neat in appearance			
Puts away materials when finished			
Accepts responsibility			
Makes friends easily			
Seems to be a happy individual			
Prefers working alone			
Is excessively timid or shy			
Shows interest in all activities			
Tends to depend to excess on teacher			
Tends to depend on others in class			
Gives up easily			
Is interested in own progress			
Has a sense of humor			
Is Accepted by the group			
Easily becomes frustrated			
Works well with others			
Talks excessively			
Annoys others in class			
Has trouble making decisions			
Has good control of temper			

Form #1 (Continued)

	Often	Sometimes	Never
Precise in his work			
Works under pressure			
Interested in recreation			
Safety conscious			

Comments____

Form #2

PROGRESS REPORT

Pupil_________________________________ Date____________________

Dear Parent:

We try to evaluate____________________on some qualities which we consider important. Many of the items listed may not apply to your child, but those that are checked do. If you will save this report and compare it with the next one you receive you will be able to see what progress he is making.

J. A. Baswell, Teacher

	Yes	Fair	No	Improving
Good Grooming				
Courteous				
Self confident				
Gets along with others				
Nervous				
Annoying mannerism				
Temper control				
Follows instruction				
Sticks to work				
Precise in his work				

Form #2 (Continued)

	Yes	Fair	No	Improving
Assumes responsibility				
Timid				
Wants to have own way				
Adequate control of emotions				
Safety conscious				
Mixes with crowd				
Annoys others				
Punctual				
Reading				
Spelling				
Arithmetic				

Comments____

____

Form #3

EVALUATION OF WORKSHOP EXPERIENCE

Name________________________________ Date________________

Attitude Toward:	Good	Fair	Indifferent	Bad
Supervisors				
Other workers				
Work Assigned				
Criticism				
Workshop practices				
Directions given				
Punctuality				
Quality of Work				
Quantity of Work				
Safety practices				

Form #3 (Continued)

	Good	Fair	Indifferent	Bad
Recognizes and corrects errors				
Works without supervision				
Sticks to work until completion				
Dependable				
Patient				
Truthful and Honest				
Muscular Coordination				

Comments

Evaluator

Form #4

Performance

Name:

Month February, 1963

JOB DESCRIPTION	GOOD	FAIR	POOR	COMMENTS
18th Nifty Mfg. Co. (Strip folders)		X		Works real slow. Has to be told everything to do.
19th Nifty Mfg. Co. (Strip folders)		X		Stops and looks all time at everyone else.
20th Crown Binder (Cleaning metals)		X		
21st Read Steel (Washering Bolts)		X		Close supervision. Stops work to listen when someone is talking.
22nd Read Steel (Washering Bolts)			X	Had a very bad day. He daydreamed all day.
25th Nifty Mfg. Co. (Strip Folders)		X		

Form #4(Continued)

JOB DESCRIPTION	GOOD	FAIR	POOR	COMMENTS
26th				Worked on Read Steel job
Nifty Mfg. Co. (Strip Folders)		X		only one hour.
Read Steel (Washering Bolts)		X		Attitude Good
27th				
Load Truck		X		But had to be told everything
Nifty Mfg. Co (Strip folders)			X	Very slow
28th				
Nifty Mfg. Co (Strip Folders)			X	

Form #5

NAME:______________________________ February 6, 1963
REPORTING DATE: November 21, 1962

PROGRESS REPORT

__________has been in the Workshop for a period of two months. The following is a summary of his attitudes, work abilities, personal adjustment, and a recommendation.

WORK ABILITIES

When ____________first came into the Workshop he was reluctant to try some of the jobs that were available in the Workshop. After the first two weeks, he was willing to, at least, try the jobs. _______________ needs a moderate amount of instruction, but does not have to be reminded.

___________pays close attention to his job, and is not a disturbing factor to the other workers.

___________can be transferred from one job to another fairly easy. Due to his condition, there are some jobs that__________cannot do. He cannot do a job that requires standing as he cannot stand very long at a time.

__________shows steady work behavior, and keeps going with the job in spite of any obstacles.

Due to his handicap, he is very inept in using his hands for manipulative skills.

ATTITUDE TOWARD WORK

________has a fair attitude toward work. He adjusts readily to the Shop requirements. He has been absent a week out of the two months he has been in the Shop. He always arrives on time in the mornings. He does not seem to become discouraged very easily.

He does good work on the jobs that are assigned him. He does not talk back when the supervisors instruct him about a job. He always remembers to punch the time clock.

Form #5 (Continued)

WORK PERFORMANCE

____________ has been tried on several of the jobs available. Those include:

Nifty Manufacturing Company. This job consists of inserting plastic strips into subject folders. __________was fair on this. It required using his hands quite a bit.

Kimerling and Sons This job consists of bagging aluminum sheets. ______ is doing a fair job. This job also requires the use of the hands.

Switch Box Operation This job consists of separating clamps, and turning ends for the Switch Box line. Due to his condition, he was fair on this job.

PERSONAL ADJUSTMENT

When________first came into the Shop, he was very shy and backwards. He was friendly with no one, except his supervisor.

After the first month, he became friendly with his co-workers, and relates well with the supervisors.

________is aware of his limitations. Due to his physical handicap it is very hard for him to walk, yet he wants no help.

________always dresses neat and is clean. He dresses appropriately for a work situation.

RECOMMENDATION

__________ handicap is so severe that progress will be extremely slow. He lives too much in the past and is ambitious to become independent as soon as possible. He has tried to secure employment outside the Workshop, which is admirable in some cases, but in ________case it is very unrealistic.

The staff feels that he can profit by more training, but his progress is going to be extremely slow due to poor hand dexterity and poor coordination.

The Staff

Form #6

Report of Pupils in Research and Demonstration Class

James A. Baswell, Teacher

May 31, 1963

Present status of all boys that have been in the Special Class for 1961-62 and 1962-63.

Form #6 (Continued)

1961-62:

____________ came back to class this year, but went to work in October, 1962, and is still working. ________is working in a furniture repair and refinishing shop. His employer is paying him $20.00 a week, and he receives supplement from Rehabilitation.

____________ was in the class all of 61-62,but did not return this year as it was felt that he could not benefit sufficiently from the class to warrant his return. He is now in the "Activity Center."

____________ was in the class just a short time in 61 and secured work on a trash truck, at which job he worked until March of 63,when he went to work in a small auto repair shop in Cahaba Heights. He is now drawing $20.00 a week.

____________ came back to class this year and in December he secured work in a radio T.V. repair shop that was connected with a furniture store. He worked about two months until they closed the repair shop. He came back to class for a month and then secured a job as bus boy at Shoney's Restaurant and is still working. He is paid $25.00 a week.

____________ returned to class this year and secured work in a grocery store in December where he worked a few months and then went to work at Grayson's Ice Cream Parlor where he works the curb and also mixes drinks. He makes about $20.00 each week.

____________ came back to school this year and early in October he got a job with Bruno's Grocery. He is still working with them, and is paid $25.00 a week.

____________ returned to class and has been with us all the year until a month ago, when he was placed in the Workshop for full time work. _____is 18 years old, but needs some work experience before he is ready for a job placement.

____________ had a crack-up in February of 62, and was placed in Bryce. He is still there, but is showing improvement.

____________ dropped out of the class in April 62, we were not able to get him interested enough to stick it out. At present, he is just staying home, and doing as little as he can.

Five of these original nine are now working full time.

1962-63:

____________ came to the class at the beginning of the year, but was dropped in March because it was felt that he could not profit sufficiently to warrant his continuing in class.

____________ came in the class the first of October and has done exceedingly well. We feel that with another year in class, _____will be able to be placed in some satisfactory job.

Form #6 (Continued)

____________ came in the class the beginning of the term and has made good progress. With another year in class, __________should be able to be considered for placement.

____________ came in the class at the beginning of the term. ______ has made enough progress to justify his return to class next year, but his chances for job placement seem very dim at this time.

____________ has been in the class only two months, but during this time we have worked very closely with him, and do not feel that he has enough ability and chance to be helped sufficiently to warrant his return to class next year.

____________ was in the class only a few weeks, but t was decided that he could not profit enough from the class to justify his continuing in the class.

____________ has been in the class only a few months, but he shows sufficient interest and potential to continue in class for next year.

____________ has been in class only a few weeks. We are not able to evaluate his potential on such a short time.

____________ also has been in the class too short a time to be able to evaluate his potential.

Of these eighteen (18) boys we have had in class the two years:

Five are working in Industry
One is working in the Workshop
One is in the Hospital (Bryce)
Four have been dropped
Seven are still in the class
Six of these should return to the class next year

Form #7

PERMISSION BLANK

I hereby give permission for________________________________
full name of trainee

______________ to leave the Center during lunch hour.
(yes or no)

______________ to be included in pictures for publicity purposes for the Center.
(yes or no)

I understand that the Occupational Training Center is not responsible in case of accident to any trainee while at work, during breaks, or while traveling to and from work. (Please understand that utmost care is being taken at all times to assure complete Safety.)

____
Parent or Guardian

Form #8

PERMISSION BLANK

I agree that my son or daughter may be placed on any job that the Staff of the Workshop for the Blind feels is within their capabilities.

____
Parent or Guardian

Form #9

PERMISSION BLANK

____ has my permission to ride in the automobile of any member of the staff at Occupational Training Center.

I will not hold anyone responsible should he or she be involved in an accident while doing same.

____
Parent or Guardian

DECATUR EVALUATIVE PROCEDURE

Admission and Dismissals. The Decatur project uses two committees for admissions and dismissals rather than a single committee as used in a number of the other project situations. The Admissions Committee consists of the Elementary Supervisor of Instruction Decatur City Schools, Attendance Supervisor, Decatur City Schools, Assistant Superintendent and Attendance Supervisor, Morgan County Schools, Supervisor of Instruction, Morgan County, Liaison Rehabilitation Counselor, Director, Tennessee Valley Rehabilitation Center and Project Teacher. Exofficio members of the committee are the Superintendents of Decatur City Schools and Morgan County Schools. The major function of the Admissions Committee is to review all data concerning a potential pupil-client prior to his or her placement within the project class. Committee meetings are held whenever there is a need to consider new referrals. Form #1, page 90, and Form #2, page 91 , outline in detail the complete evaluative procedure. The Dismissal Committee consists of the Center Director, project teacher, and rehabilitation counselor. As the result of a group decision, the original committee indicated that due to the close working relationships and the opportunities for direct observation and evaluation of each pupil-client those three individuals would function more effectively than would a complete admissions and dismissals committee; however, members of the Admissions Committee are requested to assist in making any decision pertaining to the dismissal of a pupil-client with whom they are directly concerned.

Evaluation. The center director, rehabilitation counselor, and project teacher meet as a committee on each Monday to discuss individual and group problems, progress of individual pupil-clients, the need for movement from the project class into facility work areas on a part-time or full-time basis. For the project class group as a whole, time spent in the facility evaluative center varies along a continuum during the first weeks in the project. Time will vary from no time in the facility work areas up to a complete day's time within work areas. Each client is considered as an individual and plans for moving into the facility area are based upon evaluations and progress reports, all of the records, observations and evaluations and social, academic, and vocational areas. All pertinent information is filed in individual record folders. As a part of this process, the project teacher keeps anecdotal records, Form #6, page 97. Progress reports, Form #7, page 98, are made periodically. Those reports include social, personal, and vocational evaluations of individual pupil-clients within the project classroom. As an additional portion of this procedure, prior to entering the workshop pupil-clients are carried through a well-planned orientation program by the project teacher. That program includes all facets of work in the facility workshop, introduction to personnel, safety, and other pertinent phases. The project teacher is assisted by the director of the facility and by each workshop evaluator. Form #8, page 99, and Form #9, page 101, are indiciative of the depth of this program. In the case of a non-reader or where the reading level is too difficult, adaptations are made for the pupil-client. In weekly conferences, student-clients who seem to be ready for consideration for placement in evaluation procedures within the workshop and all information contained in that pupil-client's records are carefully reviewed prior to the initial interview by the director of the facility. Each client is processed through an initial interview to obtain information which is the basis for the beginning evaluation program through which he will be directed. That information is recorded on Form #3, page 92 . After admittance, the evaluator will review that form and all other pertinent information relating to a given pupil-client. An evaluation program is outlined and the evaluator will begin the type of evaluation program recommended as a result of the initial interview. Activities within the evaluative facility are based upon past work histories, client's interests, visable abilities, and vocational potential as observed and recorded in the initial interview. A daily summary of the pupil-client's activities is recorded on form #4, page 93 . Following an initial period or orientation and adjustment within the facility, each pupil-client is placed in specific job activities. If at any time separate vocational interviews or counseling interviews are held with the pupil-client by an evaluator, that interview is recorded on Form #3, page 92.

Weekly conferences are held on Friday afternoon at which time progress of each pupil-client is discussed and future planning is initiated. Case conferences include evaluators, project teacher, vocational rehabilitation counselor, area supervisor, Vocational Rehabilitation Service, who serves as liaison counselor with the Center and the vicinity. At that time, thepupil client is reviewed and notations of strengths and weaknesses are made for use as further guide lines in furture planning, need for additional evaluation, termination, or for return to the project classroom for specific preparation in an area or areas.

The facility director completes a monthly progress report based upon activities within the facility. The length of time each pupil-client spends within the Center is completely flexible and based upon his actual needs. Copies of those progress reports are given to the project teacher, vocational rehabilitation counselor and a copy is filed in the Center records. A final evaluative report involves only information pertinent to vocational performance of the pupil-client, as noted in Form #5, page 96 . That form, with all other pertinent data which have been assembled, will be used by the vocational rehabilitation counselor in selecting appropriate vocational objectives. As indicated in Form #4, page 93, try-out experiences will be used in local employment situations and at the Tennessee Valley State Vocational and Technical Trade School. Job try outs may be initiated by the project teacher, rehabilitation counselor, or facility director; however, no job placement is effected without the unanimous decision of the group.

Job Training and Placement. Vocational and personal counseling and job placement as well as follow up evaluations, are the responsibility of the rehabilitation counselor, as set forth in the Manual of Operation and Procedures, Vocational Rehabilitation Service State Department of Education. Periodic case reports will continue to be made from the time the pupil-client begins project classroom and facility evaluation procedures until he is placed in permanent employment and the case is closed as "rehabilitated." Copies of reports are forwarded to the project teacher and director of the facility. After receiving the final report from the Evaluation Center and project teacher, the rehabilitation counselor evaluates the reports and from that point directs the vocational objective. The Vocational Rehabilitation Plan (R-5) will be made. That Plan may involve direct placement, additional adjustment, on-the-job training, formal training, or dismissal. At the time that the Admissions Committee determines that a client will be admitted to a project class, the rehabilitation counselor interviews the prospective pupil-client and completes the required information needed for rehabilitation participation. That includes a general basic medical examination (Survey Form R-4, page 253) and a financial statement. The survey and financial statement will be obtained in the presence of and signed by both the pupil-client and a parent or guardian. The rehabilitation counselor is responsible for seeing that further psychological evaluations are obtained, where necessary, as well as vision and hearing evaluations. The latter are completed by medical doctors with specialities in their respective areas. The project teacher makes periodic reports concerning the progress of each pupil-client. Copies of those reports are filed with the rehabilitation counselor and the director of the facility as well as within the folder of the pupil-client himself. Those cumulative, inclusive progress reports are prepared each three months and are based upon information obtained from case histories, observations, and evaluations which consider personal habits, attitudes, personality traits, work habits, educational progress in skill or tool subjects, and any physical handicaps as well as social adjustment. Communication and articulation among personnel, both verbal and written expedite assimiliation of information as well as its practical application and use.

Parental Counseling. Each three months, four times each school year, the second Monday night of September, December, March and May, there is a meeting of the parents of all pupil-clients with the project teacher, rehabilitation counselor, and facility director. At those meetings the discussions, both formal and informal, center around problems which pupil-clients present within the classroom, within the facility, personal problems, job possibilities, and other pertinent areas. Individual parental counseling also is a major part of the program, with responsibility assumed by the individual best suited and adapted for the particular need or area of counseling.

DECATUR EVALUATIVE PROCEDURE FORMS

Form #1

I. Admissions Committee
    A. Introduction of prospective student-clients
    B. Available Information
        1. School records
        2. General Information - from classroom teachers
        3. Reports from other school personnel
    C. Provisional Acceptance
        1. Psychological testing
        2. Medical screening
        3. Class visit by students and parents prior to admission
        4. Rehabilitation counselor - student client - parent interview

II. Dismissal Committee
    A. Review of additional required information
    B. Decisions on acceptance
    C. Report to admissions committee
        1. Accepted date for enrollment
        2. Reasons for non-acceptance

III. Enrollment in Facility Workshop and Classroom
    A. Orientation to class and facility workshop or evaluative center
        1. Academic assessment
        2. Case history
    B. Staffing and Programming
        1. Review of collected data
            a. Student-client cummulative records
            b. Case history
            c. All other pertinent data

Form #1 (Continued)

2. Recommendation for beginning program

IV. Program

A. Diagnostic - Prognostic

B. Communication

1. Daily communication - work notes

2. Regular staffing

a. Review of center/facility and class activities

b. Additional programming

3. Community try-outs

4. Final staffing

V. Dismissals Committee

A. Five point classification and recommendation

B. Follow-up or status reports

Form #2

I. Placement Procedure
(If pupil-client is in school)

A. Refer 16 year olds to project teacher
B. Teacher calls meeting of Admissions Committee
C. Review of records

It is the responsibility of the person making the referral to have the pupil-client:
1. Tested (Group and/or individual test)
2. Present school record
3. Have parents' signature on permission forms

II. Placement Procedure
*(If pupil-client is not in school)

A. Refer 16 year olds to Rehabilitation Counselor
B. Rehabilitation Counselor calls meeting of Admissions Committee
C. Committee reviews records

Rehabilitation Counselor provides:
1. Psychological evaluation

2. Medical evaluation
3. School records and permission forms

* Pupil-clients may be referred by such agencies or individuals as:

Tennessee Valley State Vocational School
Local physicians
Health Department
Civic Clubs
Department of Mental Health
Department of Welfare
Interested individuals

Form #3

Interview and Staffing Record

Name:____Enrollment Date:________________

Counselor:____________________________________County:______________________

Initial Interview:

Counseling Interviews:
Date

Staffing Notes:
Date

Form #4

TENNESSEE VALLEY REHABILITATION CENTER
Decatur, Alabama

CLIENT____________________
COUNSELOR____________________
COUNTY____________________
DATE ENTERED____________________
DATE TERMINATED____________________

DAILY SUMMARY OF CLIENT'S ACTIVITIES

DATE	APPROX. TIME	EVAL.		JOB (PERFORMANCE SUMMARY) (be concise)
			I. BASIC EVALUATION	
			1. Arithmetic	
			2. Spelling	
			3. Reading	
			II. CLERICAL AND SALES	
			1. Correct use of English	
			2. Use of telephone	
			3. Money Concepts	
			4. Completing forms	
			5. Others	
			III. SKILLED AND SEMI-SKILLED	
			1. Body and fender repair	
			2. Auto mechanics	
			3. Electricity	
			4. Machinist	
			5. Sheetmetal	
			6. Upholstery	
			7. Watch repair	
			8. Woodworking	
			9. Welding	
			10. Plumbing	

Form #4 (Continued)

DATE	TIME	EVAL.	
			11. Finishing and Refinishing________________
			12. Sewing: Alteration-Production________________

REMARKS____

			IV. SERVICE
			1. Barbering________________
			2. Cosmetology________________
			3. Janitorial________________
			4. Kitchen________________
			5. Domestic________________
			6. Messenger________________
			7. Service Station________________
			V. UNSKILLED
			1. General Work (list type)________________
			2. Assembler, sorter ________________
			3. Service work without public contact (list areas)____
			VI. FARM AND OUTDOORS
			1. Farm management________________
			2. Nursery________________
			3. Landscaping________________
			4. Gardening________________
			VII. MISCELLANEOUS SKILLS
			1. Leather work________________
			2. Art crafts________________

Form #4 (Continued)

DATE	TIME	EVAL.	
			3. Floral assembly____________________
			4. Artistic ability____________________

Summary - (Shop visits - job try-outs - etc.)____________________

Make a concise summation statement on the following characteristics as observed during evaluation:

1. Response to instructions
2. Memory for details
3. Concentration on job
4. Transfer of thought
5. Retention of new concepts
6. Motivation toward work
7. Punctuality and attendance
8. Care and use of equipment
9. Peer relationship
10. Reaction to supervision
11. Personal grooming
12. Reaction to pressure
13. Attractive appearance
14. Pleasant speaking voice
15. Language facility and fluency
16. Sensitivity to the attitudes and reactions of others
17. Tact, poise and persuasiveness
18. Patience and attentiveness
19. Attitude towards work (consider interest and enthusiasm, satisfactory, antagonistic or indifferent)
20. Mental alertness
21. Responsibility
22. Drive and initiative
23. Dependability and reliability
24. Liking for people and for association with them
25. Concentration amidst distraction
26. Judgment

PHYSICAL OBSERVATION:

Strength of hands
Strength of legs
Strength of back
Dexterity of fingers
Dexterity of hands and arms
Dexterity of foot and leg
Coordination of both hands
Eye-hand coordination
Foot-eye-hand coordination
Touch discrimination
Vision
Depth perception
Others:

Make a concise statement of your personal opinion of this client, such as:
Would you hire this client?____________________

Form #5

TENNESSEE VALLEY REHABILITATION CENTER

John B. Smith
Director

P. O. Box 1366
Decatur, Alabama

Telephone
353-8848

FINAL REPORT

DATE: March 1, 1963

TO: Rehabilitation Counselor

FROM: Evaluation Team

RE: John Doe
Age: 17
Disability: Slow learner
Date terminated: February 20, 19--
Date Entered: January 2, 19--

This student-client attended the Tennessee Valley Rehabilitation Center for vocational evaluation for approximately two months. Client experienced a variety of new work experiences in cooperation with the OVR-R&D project special class. Client made a favorable impression on the staff and was cooperative during the evaluation study.

Work Areas

1. Clerical and Sales: Student-client had his greatest success in most activities dealing in this area. Client can be expected to handle mathematics on a sixth grade level at this time, with consistency. Correct recording of sales tickets or orders should not offer too many problems to this student-client, if proper instructions are issued in the method of doing this. Client is able to handle several variables in a working situation. Reading level is considered slightly above the sixth grade level, but could improve once a need is established for learning. Student-client has a good personality with rather persuasive mannerisms. These traits would be favorable qualities when considering jobs in this area. Client consistently functioned higher in verbal situations, rather than in performance areas. Student-client consistently showed interest in this area.

2. Skilled: Client showed no interest in areas that required working with things and objects. His evaluation in the performance areas was greatly affected by lack of interest in situations that required working with tools. Student-client has average finger dexterity and hand co-ordination, and is capable of handling most hand tools properly for fine or gross work. Fine work could be compared to tools commonly used by watch repairmen and gross work to auto mechanics. Client has good concepts of mechanical situations.

3. Work Traits: Client was regular in attendance and punctual in the working situation. Personal grooming was always acceptable and consistent during the evaluation study. Student-client has very good peer relations, which could be accountable for the outgoing and persuasive manners. Student-client accepted supervision from the staff and sought help when necessary. Student-client was attentive to his work and always did what was required. In general, his work habits are well established and favorable.

Psychological

Student-client could be considered to rank in the "dull-normal" range of intelligence, according to tests designed to measure this ability. Client could be considered to

Form #5 (Continued)

function higher in those areas that meet his interests. Student-client shows no personality problems that would interfere with successful employment.

Conclusions and Recommendations

1. Client consistently did acceptable work in areas dealing with clerical or sales. With on-the-job limited training in this area, it is felt that he would be able to successfully compete in jobs along this line. General counter salesman, retail selling, hardware selling.

Form #6

RESEARCH AND DEMONSTRATION PROJECT

Behavior Record

NAME ________ FROM Bob Dyer TO Charles Rowe Jack Smith

TEACHER R. E. Dyer CLASS R&D

Date: December 11, 1962 Anecdotals

I would like to report an incident to you that happened in the classroom Friday during the lunch hour when some of the boys were working on their woodwork projects.

Setting: _______ was working on a box for his shot gun shells. He was seated at the workbench with the other boys. He had selected a piece of 3/4 inch plywood to work with. In the process of smoothing out the edges he chose a wood plane.

Incident: I attempted to assist him in smoothing the plywood. I suggested that perhaps a wood file could do a better job on that particular type of wood. To this he replied, "Who's doing this, me or you?" I answered, "You, of course, but I'm trying to help you learn the proper use of the tools." He replied, "When I want your help, I'll ask for it."

Mistakes in dealing with the negative behavior: "That's the wrong tone, _______ - wrong attitude! I'm simply trying to help you!" To this he stormed out, "I'm leaving! I'm going home! I don't have to come to school!" He then stormed out, mad, and apparently hurt.

I am giving you this for the record, and feel that we should discuss this with Mrs._________. This attitude has been consistent with this student and he has shown little improvement, even when special effort is made to help him in such personality traits.

Form #7

CLIENT DESCRIPTION

and

PROGRESS REPORT

NAME: ________________________

TEACHER: R. E. Dyer

SUBJECT: Progress Report

PERIOD: 2nd (September 19, 1962-March 4, 1963)

________comes to school clean but a bit oddly dressed at times. He wears western boots and a western belt and enjoys being called "Tex." However, considering his interests perhaps this isn't too unusual.

As a result of living on a farm and working with livestock, he has developed what appears to be a genuine interest. He presently works at a cattle barn in Limestone County driving cattle in and out of the auction pen, driving them into stalls, and loading and unloading livestock in general. It is felt that this part time job (Tuesdays only) promotes an interest in one phase of agriculture. There is no doubt but that he enjoys such work and this has direct bearing on attitude and personality development. He can perform in such a job situation adequately and with a feeling of confidence.

__________has had serious adjustment problems with respect to getting along with others in group activities and with close authoritative figures. The teacher has had to use the "buddy" approach. Whenever the teacher figure becomes clearly focused, ________ rebells. There has been no father image in the home, and he has had no father identification.

His identification with the teacher (or buddy) and his part time job have done much in helping him to acquire acceptable social skills. At this point he still cannot cope satisfactorily with criticism, but on the other hand he no longer initiates arguments and disturbances. One aspect in regard to acquiring satisfactory social and vocational skills needs to be observed and explored-- that of working under a detached supervisor, or "boss." The teacher feels that ________ will accept criticism much more readily from such an individual than he would from the parent or his teacher.

_________follows instructions which he understands provided he is motivated properly. Although there is some lack of self-confidence, he performs independently and enjoys his work when encouraged and praised by the teacher. ________had a tendancy to exaggerate the truth into something more. Because of this he has been named "Pinocchio." His exaggerated "truths" oftentimes lead him into conflicts with other members of the class. Also, he is just a wee bit dishonest in money matters.

_________'s grade levels in reading, spelling, and arithmetic are as follows:

Reading	Grade 4
Spelling	Grade 3
Arithmetic	Grade 4

_________completed the ninth grade at the Clements High School in Athens and has expressed a desire to go into some phase of agricultural work.

Form #7 (Continued)

He has no apparent physical defects; in general his health is good.

Form #8

TENNESSEE VALLEY REHABILITATION CENTER

ORIENTATION INFORMATION

The purpose of the center is to find a job that you are best suited for. This will not be an easy thing to do, so you are asked to help in any way that you can. The staff (Mr. Smith, Mr. McGraw, and Mrs. Clemons) know that you may find some things hard to do, but all they ask is that you try to do your best in all that is assigned to you.

The following will be some of the ways the staff will decide what you are best suited for:

(1) Talking with you
(2) Assigning you work to do
(3) Testing you
(4) Trying you out on different jobs

The staff will see how willing you are to work; they will consider your attitude; they will notice your conduct and behavior; and they will see how much attention you give to your work assignments. Remember to work well with the staff and other people in the center. Do your very best!

The center will operate on a strict schedule. You will be expected to follow this schedule. You will be checked on your attendance and your attention to the schedule. You will learn to use a punch time clock.

WORK SCHEDULE:

Work period	8:00 A.M. to 10:00 A.M.
Break	10:00 A.M. to 10:15 A.M.
Work period	10:15 A.M. to 11:30 A.M.
Lunch	11:30 A.M. to 12:30 A.M.
Work period	12:30 A.M. to 2:30 P.M.

RULES AND REGULATIONS TO BE FOLLOWED:

1. Working days are Monday through Friday. You should be here each day unless you have been told differently by a staff member.
2. Conduct yourselves as ladies and gentlemen at all times while you are at the Center, on the Trade School campus, and Trade School bus.
3. Loud talking, noisy games, or use of improper language will not be allowed at the Center. Smoking will be allowed during the working schedule; however, this rule will be omitted at any time it is felt that this rule has been abused.
4. Drinking cokes, coffee, and eating will be allowed during the break period and the lunch period only.
5. Do not throw paper, trash, or cigarette butts on the floors of the Center. Trash cans and ash trays will be provided through the Center. Please use them.
6. Put all empty bottles in the racks provided.
7. Return all tools and books to their proper places when finished with them. Take care of all tools and books used by you.

Form #8 (Continued)

8. Clean areas assigned to you when told to do so. Check list for cleaning up assignment.
9. No one is to enter any office at the Center unless he or she is directed to do so.
10. Should you drive your own car, a parking lot is provided on the east side (airport side) of the building. Please use this area.
11. The east entrance to the Center should be used at all times.
12. Bus insurance card must be presented any time you use the school bus.
13. Do not make any major adjustment on equipment unless approved by a staff member.

SAFETY

The workshop is a safe place to work when everyone co-operates in a safety program. This means that YOU have certain responsibilities. You must keep this in mind at all times in order to prevent injury to your friends and to yourself. Think what might happen if you should fail to do the following:

(1) Obey your instructor.
(2) Know where you are supposed to be at all times.
(3) Handle tools, equipment, and materials carefully.
(4) Respect the rights of other members of the shop or class as they go about their work.
(5) Report any injury immediately. Report any horse play to your instructor.
(6) Select and use the right tool for the jobs.

CLOTHING:
(1) Wear a shop apron. Fasten it securely.
(2) Remove your tie.
(3) Roll your sleeves to the elbow, using an inside roll.
(4) Don't wear loose clothing.
(5) Dress for shop work.
(6) Remove all rings and other jewelry.

GOOD HOUSEKEEPING:
(1) Put unused stock in the storage bin or lumber rack.
(2) Put scraps in the scrap box.
(3) Return tools to their proper place immediately after you have finished using them.
(4) Place oily rags in metal container to help prevent fires.
(5) Return all unused materials, such as nails, screws, etc., to their proper places.
(6) Keep all tools and excess material off the floors.
(7) Clean all liquids, such as paint, oil and water, from the floor immediately.
(8) Keep your work station "shipshape."
(9) Close your wood vise when you have completed work.

MATERIALS HANDLING:
(1) Do not run or hurry when carrying materials.
(2) Carry only the amount of material that you are sure that you can handle safely.
(3) Secure help when handling large, bulky, or heavy material.

Form #8 (Continued)

(4) Use correct lifting methods.
(5) Have aisles clear before carrying material through the shop. Remember your fellow students.

TOOLS AND MACHINES:

(1) Keep screw drivers and chisels properly sharpened and do not use a chisel for a screw driver nor a screw driver for a chisel.
(2) Test the sharpness of tools on a waste piece of wood, not on your hand.
(3) Be very careful when using your thumb as a guide in using the handsaws.
(4) Cut away from you when using a knife, chisel, or other sharp-edged tool.
(5) Hold your work firmly either in a vise or a jig. Do not hold the work in your hand if you are cutting the work.
(6) Do not use a tool which you know is faulty.
(7) Be sure that all machine guards are in position and operate correctly.
(8) Use machines correctly. Your instructor has informed you of safe operating practices; carry them out.
(9) Do not operate a machine which is out of order or one which you have not been certified to operate.
(10) Do not hurry; wait until your fellow student has completed his operation on the machine that you desire to use.

Form #9

Name:____________________________

Attempt:__________________________

Rating:___________________________

RATING
S - Satisfactory
US - Unsatisfactory

QUIZ

ORIENTATION

TRUE-FALSE

_____ 1. The purpose of the Center is to train you for a job.
_____ 2. It will be an easy thing to find what you are best suited for.
_____ 3. Mr. Smith, Mr. McGraw, and Mrs. Clemons will do most of the work, and you will not have to do much in order to find your type of job.
_____ 4. You will not have to do your best in jobs assigned to you in the Center.
_____ 5. The staff (Mr. Smith, Mr. McGraw, and Mrs. Clemons) will want to see how willing you are to work.
_____ 6. The staff will not consider your attitude toward work and toward other workers.
_____ 7. The staff will notice your conduct and behavior.
_____ 8. If you are not absent much in the Center, the staff will know thatyou will not be absent much from work when you are placed on some job.
_____ 9. You will not have to pay much attention to your work assignments.
_____ 10. The staff won't care whether you work well with them or not.
_____ 11. The staff won't care whether you work well with other people in the Center.
_____ 12. You will be able to take a break any time you want to.
_____ 13. You won't really have to follow the work schedule.
_____ 14. The first work period will be from 8:00 AM to 9:45 A.M.
_____ 15. The morning break will begin at 9:45 A.M. and last until 10:15 A.M.
_____ 16. The second work period will begin at 10:15 A.M. and last until 11:30 A.M.

Form #9 (Continued)

_____ 17. Lunch period will last 45 minutes.
_____ 18. The morning break will last 20 minutes.
_____ 19. Your day in the Center will begin at 8:00 A.M. and last until 2:30 P.M.
_____ 20. The staff will try you out on different jobs.
_____ 21. The staff will talk with you to try to find out what you are interested in.
_____ 22. The staff will give you tests.
_____ 23. There are six working days a week in the Center.
_____ 24. You are to behave as ladies and gentlemen.
_____ 25. Improper language will be all right, just as long as one of the staff doesn't hear you.
_____ 26. It will be all right to drink and eat during any work period.
_____ 27. It will be all right to throw paper and cigarette butts on the floor, because someone will sweep at the end of the day.
_____ 28. It will be all right to leave empty bottles where you finish with them because someone else will pick them up.
_____ 29. You will put all tools and books in their proper place.
_____ 30. You will be assigned to clean areas in the center.
_____ 31. It will be OK for you to go right in to any office in the Center.
_____ 32. The south entrance to the Center will be used at all times.
_____ 33. You will show your insurance card to the bus driver if he should ask for it.
_____ 34. You must never tinker with equipment unless a staff member tells you to.

Form #9A

Name:_______________________

Attempt:_______________________

Rating:_______________________

RATING
S - Satisfactory
US - Unsatisfactory

QUIZ

SAFETY

TRUE-FALSE

____ 1. In the Center carelessness can cause injury to you and your friends.
____ 2. You must co-operate in a safety program.
____ 3. You should obey your instructor
____ 4. You should know where you are supposed to be at all times.
____ 5. It will not be necessary to handle tools and equipment carefully.
____ 6. You must think of what is right for you, and forget about the rights of other people in the shop.
____ 7. You will not have to report small injuries.
____ 8. Sometimes it will not be necessary to use the right tool for a certain job.
____ 9. If you do not have a shop apron, loose clothing will be all right to wear in the Center.
____ 10. You should take off all jewelry before working in the Center.
____ 11. You should place oily rags near the heater to dry out.
____ 12. If you spill paint on the floor you should wait until your instructor can clean it up.
____ 13. Your instructor is the person to put nails, screws, and other equipment in their places.

Form #9A (Continued)

____ 14. When working at a table, it is all right to leave a mess.
____ 15. You should open your wood vise when you finish with it.
____ 16. If you are trying to finish a project, you may run or hurry when carrying materials.
____ 17. Try to carry large, bulky, or heavy material; you will show the staff members that you are really trying to do your best.
____ 18. Lift heavy materials any way you see fit; there is no right way to lift.
____ 19. It will be OK to use a screw driver for a wood chisel.
____ 20. A good test to find out if a tool is sharp is to press the blade against your hand.
____ 21. You should cut toward you when using a knife or chisel.
____ 22. You should not hold the wood in your hand if you are cutting the wood.
____ 23. You should not use a faulty tool.
____ 24. A machine guard is unnecessary.
____ 25. If you do not know how to use a machine, then you should find out by experimenting.
____ 26. Always try to use machines which are marked out of order to see if your instructor was wrong in marking it out of order.
____ 27. Never hurry; wait until your fellow student has finished what he is doing on the machine before you begin.

DOTHAN EVALUATIVE PROCEDURE

Admissions and Dismissals. This committee is composed of the Superintendent, Supervisor of Instruction, and Attendance Supervisor of the Dothan City Schools, Principal of the School to which the project class is attached, Liaison Rehabilitation Counselor, Public Health Nurse, Director, Wallace Trade School, Workshop Director and Project Teacher. A regular monthly meeting is scheduled, at which time the workshop director and project teacher present progress reports on each pupil-client. Those reports are used as bases for discussions relative to progress, problems, planning for workshop activities and classroom evaluations, academic, social and vocational planning, as well as determinants for dismissing a pupil-client from the Research and Demonstration Project Class.

Criteria for admission to the project class include (1) medical evaluation, (2) psychological evaluation, (3) chronological age, (4) personal habits, appearance, and general personality, (5) vocational potential, (6) family financial condition, (7) school records, and (8) parent and/or client attitudes. Referrals are accepted from principals of schools where special classes exist. Public Health Department sources, superintendents, supervisors of attendance, and other local public and volunteer agencies.

Initial admission for a pupil-client is on a trial or temporary basis. That period is considered a period of adjustment to other pupil-clients, project class as a whole, the workshop program, and all ancillary areas of the program. If it be the consensus of the group that a given pupil-client does not relate well within the program, to the personnel, and to other pupil-clients, he is dismissed at the end of the trial period. Time limit for this period has remained flexible with each pupil-client remaining in "trial status" until the Committee as a whole acts to admit him as a permanent member of the project class.

Evaluation. The project teacher evaluates continually within the classroom as well as observing and evaluating within the workshop. Records pertinent to social, personal, and vocational adjustment are kept and indications are made as to each pupil-client's progress, strengths and weaknesses in the areas of personal habits, attitudes, and personality traits as well as social and vocational adjustment. Particular attention is paid to indications which possibly could lead to vocational interests, job training and/or job placement. As an example, a female pupil-client indicated an interest in a job in a day nursery as a result of previous baby sitting experiences. In following through on evaluative procedures of personal traits and skills necessary in work with small children, the rehabilitation counselor, workshop director, and project teacher made the decision to place this young woman in an observation-training situation.

Evaluations by the project teacher are based upon observation of work activities, social activities, reading and numerical concepts, as well as a utilization of information from case studies, home visits, units of work, field trips, inventories of interest, vocational aptitudes and anecdotal records. Monthly progress reports, Form #1, page 106 , are placed in each pupil client's folder, with copies being sent the workshop director and rehabilitation counselor. All pertinent data and information are made available to each individual working directly with a given pupil-client. The project teacher also records information obtained from a supervisor in a job evaluation setting, Form #2, page 107. That evaluation also is filed in the pupil-client's permanent folder and copies are sent the rehabilitation counselor and workshop director. Evaluations such as those noted above are used by intra-workshop group and the rehabilitation counselor in discussions of vocational potential and planning. A monthly progress report is compiled for each pupil-client and is taken to the youth's home by the teacher to be discussed with the parents, Form #3, page 108. The progress report is based upon observations in classroom situations as well as observations within the workshop itself. Copies are filed within the pupil-client's permanent folder and given to the workshop director and rehabilitation counselor, as noted above.

The following areas are utilized in evaluation of pupil-clients within the workshop setting: (1) homemaking, (2) small electric motors and appliances, (3) television and radio, (4) laundry unit, (5) sewing, (6) furniture refinishing, (7) furniture upholstering, (8) sales, through self-operated concessions stand, (9) care of yard and shrubbery and (10) gardening. The workshop manager and workshop instructors assist with the evaluation of pupil-clients. A guide for those work experiences is used, Form #4, page 108, and actual evaluations are made on Form #5, page 110 . Periodic evaluations are made after each area of work experience using Form #6, page 111 . Copies of those evaluations are filed within the workshop and by the project class teacher. Communication among the workshop personnel, workshop manager, project teacher and articulation between the classroom and workshop activity for a cohesiveness of evaluations. The previously noted evaluations are utilized by the rehabilitation counselor in considering job training and/or job placement. A pupil-client moves into the workshop after an initial period within the project class. Evaluation within the workshop is planned for an approximate time of two months with thepupil-client spending 1-1/3 hours per day.

Job Training and Placement. A pupil-client is placed in on-the-job training or within the job itself only after the evaluative team has deemed it feasible. Decisions relative to jobs are made only after careful survey and discussion of the pupil-client's potential, interest and ability. Remedial needs are identified in those conferences and emphasis is placed on areas which need specific attention. In job training, a systematic follow-up is made by the workshop manager, project teacher and/or vocational rehabilitation counselor. When a pupil-client has been placed on a job, the employer is given a guide, Form #7, page 112, which he is asked to use for his observations and evaluations. That form is filed with the pupil-client's permanent records and copies are sent the workshop manager and rehabilitation counselor. Primary responsibility for job placement rests upon the rehabilitation counselor; however, each member of the evaluative committee always is on the alert for possible jobs. No client is placed on a job without the consensus of the three members of the evaluative committee. It should be noted that reports relative to job placement also are made to the Admissions and Dismissals Committee at its regular monthly meeting.

Counseling. Counseling is assumed by the project teacher, workshop manager, and rehabilitation counselor with each working in the area in which he is best suited. The project teacher makes regularly scheduled home visits and additional visitation is made when necessary. The supervisor of attendance, Dothan City Schools, implements information which the project teacher gains through her visitations. The Dothan Supervisor of Attendance also works very closely with the pupil-clients of this Research and Demonstration Project Class. When indicated, parents or guardians are asked to come to the workshop and classroom for discussion and counseling. Prior to acceptance into the class, the rehabilitation counselor makes a home visit and records pertinent information for the project teacher as well as for his own personal use. Counseling with clients and/or parents includes vocational, social, and personal areas. Particular emphasis is placed on this responsibility by all personnel. When the Admissions and Dismissals Committee moves to dismiss a client from the class, counseling is done with both the pupil-client and his parents. That procedure is followed to "cushion" the pupil-client and his parents concerning this decision and the disappointment which frequently is manifest. No pupil-client is dismissed prior to an attempt to formulate possible future plans and suggestions when it is deemed that he or she no longer can profit from class and workshop experiences or that no vocational potential has been manifested.

DOTHAN EVALUATIVE PROCEDURE FORMS

Form #1

Progress Report

January, 1963

From: OVR Special Class

To: Mr. John Thomas, Rehabilitation Counselor

Name: ______________________

Date entered Class: December 3, 1962

I. Description of the Individual and Significant Medical Data

______is a thin rather attractive brunette. Her grooming habits and clothes do not do her justice as they are far too grown-up and often represent bad taste. She needs some careful guidance in application of make-up and clothes selection. She very rarely brings her lunch, drinking only a Coca Cola for her lunch. She does not want to "get fat" and takes great pride in her slimness which really amounts to almost malnutrition. She also does not like to wear her glasses, feeling that they detract from her looks. She was previously enrolled in the 7th grade at Young Junior High but dropped out of school several weeks before coming to the class at New Hope. She was tested by Mr. Frank McMillan, University of Alabama, on November 19, 1962 and he obtained a score (IQ) of 79. Available medical data show that _____ has no gross physical handicaps. She does have an eye defect and has little vision in her left eye. No exact medical records are available as yet but the mother said that Dr. Crawford at Tindell first treated her in 1961. At that time they said that there was a possibility that she might lose her vision in theother eye. She does wear glasses but an examination by Mrs. Daly, the Health Nurse, revealed that the present glasses she has are not adequate. Arrangements have been made for the mother to have her eyes tested at Ft. Benning in February and report back what they find. It has been previously stated that _____'s eating habits are not good and that she might be anemic. No recent physical examination data is available.

II. Home Situation

_____ lives with her mother and older sister who has been married but is now divorced. Her father was killed June, 1951 while in service. The mother is not remarried. They receive a government check. The mother does not work and is in bad health. She states that she has thyroid trouble and is going to have an operation soon. _____ says her mother stays in bed all the time. She goes to the doctor at Benning or Ft. Rucker practically every week. ___, the sister, has a job in production at Budd Cigar Factory. The mother does not have any control over _____. She is allowed to do pretty much as she pleases. It appears that Mrs._______ is so preoccupied with her own physical condition that she makes life center around herself as much as possible. The general home environment is one of conflict and bickering. There has not been much done to establish moral training and as a result _____ has some very immature ideas about marriage, responsibilities relating to other people, etc.

III. Social Adjustment

_____ is a very immature girl. She feels a desperate desire to be liked and to be accepted by other people but does not know how to go about making friends and creating the "right impression." As a result, her behavior is often "giddy" with an attempt

Form #1 (Continued)

to flirt with any male who comes along, old or young. Her relationships with the other girls in the class consist of trying to make an impression of how many boys she has dated, the places she has gone, the kind of clothes she likes and how she knows all the new dance steps. She puzzles the more immature boys in the class by fluctuating between extreme interest in them and then complete indifference. Probably the absence of any father image in her life plus ____'s unsuccessful marriage has contributed to this immature attitude and role that she plays with any male. An attempt has been made to give some rather directive counseling in this area. She needs much more of this and a little more time to achieve a mature and responsible outlook on life.

IV. Academic Assessment

_____reads on approximately 4th grade level.
She does arithmetic on approximately 3rd grade level and writes a very nice hand.

V. Possible Vocational Interest and Aptitude

_____ works well with her hands and is quite creative in handicrafts and in making of charts, puppets, displays, etc. She has an artistic touch. She is interested in sewing, cooking, working with flowers and general homemaking jobs. She is a fast and steady worker. She generally is highly motivated and performs her tasks in the classroom without too much assistance or urging. She has no particular vocational goal. In fact, as we study new occupations she says each time she believes that she would like to do that job. This, of course, shows her level of immaturity. She needs many more social experiences and opportunities which show her how to handle herself in social situations. She needs much counseling in proper habits of grooming, making decisions and abiding by them and in understanding of her own feelings.

Form #2

COPY OF INTERVIEW WITH STUDENT'S SUPERVISOR IN OBSERVATION/TRAINING SITUATION

Name:________________

Employer: Mrs. Grubbs

Date: December, 1963

Copy of Notes on information from Mrs. Grubbs:

_______ cannot cope with older children. None of the children have noticed the speech difficulty except one child. The older children will not identify. There is one child with a speech impediment who identifies with her. Some days she will come in and take hold, other days she's listless. She did learn to follow through on tasks. She helps children work out puzzles. Some days she wants to play teacher. She works the record player for the teacher.

She would take the 4 younger children and play with them while the 5 year olds were doing worksheets. One day she was supposed to be playing with them and she was curled up on the glider reading a book and letting the children do as they pleased. Mrs. Grubb suggested that she might be getting bored.

It was suggested that her attitude was much calmer than it was at first. Was awfully tense when she first came, anything new threw her.

Form #3

Dear____________________________:

So that you might know the progress of your child in the Special Class at New Hope, we are sending you a report of his/her work. We hope you will notice and praise him for the things that he is doing well. We ask you to encourage and give him help in the areas in which he is not doing so well. These reports will be sent to you each six weeks so that you may compare them and see his progress.

Sincerely,

Mrs. Wilson
Phone: SY2-7369

Grading Scale: A-Satisfactory B-Fair C-Needs Improving

Personal Habits

1. Appearance ____
2. Good Grooming--Cleanliness, etc. ____

Attitudes and Personality Traits

1. Toward authority ____
2. Toward criticism ____
3. Toward co-workers ____
4. Self-confidence or self-reliance ____
5. Obedience ____
6. Shows respect for others ____
7. Gets along with others ____
8. Shows self-control ____
9. Courteous ____
10. Realizes his limitations ____

Work Habits	In Class	In Shop
1. Follows instruction	____	____
2. Sticks to task until completion	____	____
3. Gives up easily	____	____
4. Dependable	____	____
5. Begins task on time	____	____
6. Truthful and honest	____	____
7. Works well with others	____	____
8. Does best work at all times	____	____
9. Obeys safety rules	____	____
10. Puts tools away	____	____
11. Listens well	____	____
12. Muscular coordination	____	____
13. Works independently and/or in groups	____	____

Form #4

NEW HOPE INDUSTRIES
P. O. Box 389
Dothan, Alabama

J. L. Riley

DEFINITION OF TERMS USED IN THE EVALUATION PROCESS

Form #4 (Continued)

....Basic Skills:
This includes ability to learn, previous training, aptitude, mechanical ability, sense of touch, communicative skills, specific skills to carry out a particular job assignment, and the ability to take instructions.

.....Neuro-Muscular Coordination:
The ability of the thought processes of the individual to direct muscular movement to perform a given muscular requirement.

.....Muscular Coordination:
The ability of the muscles to function in rhythm so that movements may be effected smoothly and purposefully. It is the ability of the muscles to perform a given task without wasted action.

.....Work Habits:
The ability to stick to a job, carry out job assignments, organize and plan work in an efficient manner, regular in attendance, prompt to classes, and have a sense of responsibility to the work to be done.

.....Work Tolerance:
The physical capacity to endure work. This should be measured in terms of ability to work at light or heavy work for a period of eight hours or less. The extent of physical requirements should be explained as well as the ability of the trainee to endure work for a given number of hours. Description of physical requirements should include such factors as extended sitting, stooping, lifting, arranging, and moving heavy objects.

.....Shop Habits:
The care and use of shop tools, equipment, work station, arrangement of tools and equipment for efficiency, and neatness and cleanliness of work station. The shop should always be left neat and tidy when work is over.

.....Motivations:
The desire of an individual to participate in a job performance.

.....Manual Dexterity:
The ability to use the hands with a high degree of efficiency in job performance. This includes the use of hands, wrists, elbows, and shoulders as a working unit. It would also include the use of the hands simultaneously.

.....Finger Dexterity:
The ability to move the fingers with purposefulness, agility, and flexibility. This would include the ability to make fine discriminations with the fingers in handling objects.

.....Regard for Safety Precautions:
The ability to follow accepted methods for safe use of equipment and tools without deviation. This includes the recognition of danger areas and the use of proper precautions to prevent accidents.

.....Personal-Social Adjustment:
The study of client's ability to make personal adaptations within a variation of job conditions. Relationship with work peers while personal adaptations are in progress.

.....Job Reliability:
The ability to follow daily work practices with skill and purpose.

Form #4 (Continued)

.....Self-Image:
How client perceives himself in relations to vocational expectation and related abilities.

.....Job Readiness:
Status of client as previous training, aptitude, mechanical ability, communicative skills, specific skills to carry out job assignments in vocational area trained.

Form #5

NEW HOPE INDUSTRIES
P. O. Box 389
Dothan, Alabama

PROGRESS REPORT
Month of______ 19___

Check Areas Involved
Evaluation- - - - - - - - - - - ___
Exploration - - - - - - - - - - ___
Training- - - - - - - - - - - - ___
a. Personal Adjustment- - - ___
b. Vocational - - - - - - - ___

Rehab:______________________________

County:_____________________________

Enrolled:___________________________

Upholstery- - - - - - - - - ___
Refinishing - - - - - - - - ___
Drapery- - - - - - - - - - - ___
Leather Crafts - - - - - - - ___
Broom & Mop Shop- - - - - - ___
Clerical Service- - - - - - ___

Radio- - - - - - - - - ___
Television- - - - - - ___
Small Motors -- - - - - ___
Home Appliance- - - - ___
Home Care- - - - - - - ___
Sales- - - - - - - - - ___

General Cleaning - - - ___
Plant & Grounds - - - - ___
Stock Service- - - - - ___
Gen Maintenance&- - - - ___
Equipment Care- - - - - ___
Office Practices- - - - ___

(1) Basic Skills		
(2) Neuro-Muscular Coordination		
(3) Muscular Coordination		
(4) Work Habits		
(5) Work Tolerance		
(6) Shop Habits		
(7) Motivations		
(8) Manual Dexterity		
(9) Finger Dexterity		
(10) Regard for Safety Precautions		
(11) Personal-Social Adjustment		
(12) Job Realiability		

Form #5 (Continued)

(13) Self-Image		
(14) Job Readiness		

RECOMMENDATIONS:____

ABSENT________________REASON______________________________

Excellent
Good
Fair
Poor

____
(Signature)

Form #6

PREVOCATIONAL WORK SHEET

Training Period Rating Form

O.V.R. Special Class
Newhope Industries

NAME____

DATE STARTED OBSERVATION AND/OR TRAINING__________________________

FACTORS TO CONSIDER

	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	N
QUALITY OF WORK														
1. Can he do the work														
2. Is he improving														
3. Know what is expected														
4. Correct his mistakes														
5. Try to do the work														
6. Work up to ability														
SAFETY														
1. Appear to be safe worker														
2. Observe safety rules														
3. Had any accidents														
ATTITUDE														
1. Does he like his work														
2. Get along with others														
3. Get along with Supervisors														
4. Does he make trouble														
FOLLOWING DIRECTIONS														
1. Do what he is told														
2. Remember what he is told														
3. Understand directions														
4. Follow directions in sequence														
	1st		2nd		3rd		4th		5th		6th		7th	

Form #6 (Continued)

ACTUAL WORK ASSIGNED ____________________ ____________________

am pm

____________________ ____________________

____________________ ____________________

____________________ ____________________

SIGNATURE ______________________________
(Supervisor)

Form #7

THIS IS A COPY OF THE CHECK SHEET WE GIVE AN EMPLOYER WHEN WE PLACE A STUDENT IN AN OBSERVATION/TRAINING SITUATION:

Student's Name ____________________ Place of Employment ____________________

Date of grading period ____________________ to ____________________

	Yes	No	Sometimes
Does he report to work on time?			
Does he come regularly to work?			
Does he telephone if late or unable to report to work?			
Does he get along well with fellow employees?			
Does he work without wasting time?			
Can he take constructive criticism and benefit by it?			
Is he clean and neat in his appearance?			
Can he work without supervision?			
Does he finish a job he has started?			
Does he find work to do without being told?			
Does he use equipment carefully?			
Does he clean and put away equipment after using it?			
Does he use the telephone only for business calls?			
Is he neat in his work?			
Does he follow directions?			
Does he accept jobs assigned him without complaining?			
Is he cheerful and pleasant on the job?			
Does he take his work seriously?			
Is he the kind of employee that you would like to employ permanently?			

What other suggestions do you have for helping this student to be a better employee.

____
(Employer's Signature)

FLORENCE EVALUATIVE PROCEDURE

Admissions and Dismissals. The Florence Admissions and Dismissals Committee is comprised of the Superintendent and Attendance Supervisor of the Florence City Schools, the Superintendent and Attendance Supervisor of Lauderdale County Schools, the Vocational Rehabilitation Counselor, Workshop Manager, and Project Class Teacher. Referral of a prospective pupil-client may be made to any member of the Committee subject to evaluation prior to class placement. Each school system accepts referrals with the Guidance Dierectors taking the initiative. As an example, referrals have come directly from the classroom teachers of retarded children and youth with the city and county, from the workshop manager with reference to clients already in the workshop, interested lay individuals, Department of Mental Health and other related voluntary and public organizations.

The Committee assesses each prospective pupil-client with due consideration given to appraisal records which are made by the person making the referral, Form #1, page 115, school cumulative records, psychological and medical evaluations, and other pertinent data. A pupil-client is accepted into the project class for a tentative six months evaluative period. At the end of that time, evaluation is made and a decision is reached concerning the pupil-client's ability to benefit and profit from continuation in the Research and Demonstration Project Class or within the workshop or a recommendation that he be dropped from the project class. Although the committee has a regular meeting time, called meetings are possible whenever there be need.

Evaluation. The workshop is divided into work centers and each pupil-client is evaluated on separate work experiences. Those experiences include packaging of subcontracts such as sorting and packaging of pencils, furniture repair and refinishing, soft drink crate repair, chair caning, furniture upholstering, and electrical appliance repair. Pupil-clients spend varied amounts of time in each of these evaluative centers, with the time spent dependent upon the progress obtained. Evaluation includes personal adjustment factors as well as work skills, habits, and attitudes. The workshop manager completes evaluations upon completion of each work experience, Form #2, page 117. Since each pupil client is evaluated on an individual basis, time spent in each evaluative center will vary greatly. During the period of a month it is possible for a pupil-client to spend time in several different work evaluation areas or work experiences. Each pupil-client is evaluated after such activity and if it is felt that he may move into another evaluation he is allowed to do so. It should be noted that evaluations generally move from the simple to the complex. Each client is evaluated in all areas or work assessments unless it is the consensus of the rehabilitation counselor, project teacher, and workshop manager that a particular work activity is beyond the physical and/or intellectual limitations of the pupil-client. Note is made that work evaluations are listed according to the degree of skill required; i.e., packaging requires fewer and less refined actual work skills than would electrical appliance repair.

A minimum of three months is spent within the classroom setting, per se, prior to entering the facility for work assessment or evaluation. Pupil-clients are staggered into the workshop, several at a time, which affords opportunity for individualized instruction and evaluation by instructors. Time spent in the workshop may vary from as little as one hour to as great as the full school day. When it is deemed that a pupil-client may profit more from longer work experiences, he is scheduled out of the classroom for longer periods of time and that time is spent within the shop. Conversly, if it be felt that a pupil-client needs greater socialization, development of certain language arts or numerical skills, concentration on work habits, or other areas he is returned in the classroom for a longer period of time.

In regard to classroom evaluation, it should be noted that in addition to charts on "social characteristics" the project teacher completes a monthly evaluation on each pupil-client, Form #3, page 118. One copy is placed within the pupil-client's permanent file and one is given to the workshop manager. Those also are used by the vocational rehabilitation counselor to obtain additional information relative to job training and/or job placement. The rehabilitation counselor considers evaluations by the classroom teacher of utmost importance as it is felt that the teacher, on a day-to-day basis, can make valuable observations and assessments of the pupil-client in all areas. In addition to the above noted evaluative forms, the project teacher, through the use of anecdotal records, Form #7, page 122 and other carefully noted evaluative information, completes a monthly progress report to the parent, Form #6, page 120. A copy of the parents report also is filed within the permanent cumulative folder maintained for each pupil-client and a copy is maintained by the workshop director for his personal use and for the use of the rehabilitation counselor. The Florence teacher feels that a subjective, narrative progress report is more indicative of a given pupil-client's progress and has more actual meaning to his parents. This type of reporting has proved to be of value as it indicates problems, needs, progress, and skills in personal, social, and vocational goals.

Job Training and Placement. After evaluations have been completed, a training program is planned with the ultimate goal being job placement. The rehabilitation counselor, facility manager, and project teacher each accepts responsibility for job training and job finding. Actual job placement is the responsibility of the rehabilitation counselor. Each of these three individuals constantly is alert for possible work settings where pupil-clients can function in an adequate manner, i.e., contracts are made through community relationships in churches, clubs, and local businesses. A concerted effort has been made by these three individuals to make the public aware of their obligation toward pupil-clients and the use of each opportunity for informing local citizenry through films, photographs, carefully edited newspaper publicity, and illustrated lectures in talks with local groups. In the Florence project, it has been the feeling of the Committee that the ultimate employment of the retarded within the community is a responsibility of the community since employment of those with disability is a multi-faceted objective.

The first Friday afternoon of each month is the regularly scheduled time for a meeting between the rehabilitation counselor, workshop manager, and project teacher. At those meetings evaluative reports of the teacher and the shop manager are used as bases for discussion concerning future needs, potentials, progress, problems and weaknesses and strengths of each pupil-client.

Counseling. Emphasis is placed upon counseling with pupil-clients and parents. The rehabilitation counselor has an additional interview with each potential pupil-client and his or her parents or guardians. Information obtained through such an interview is compiled and copies are filed with the classroom teacher, workshop manager and rehabilitation counselor. During the initial weeks following placement of a pupil-client in the project class, the project teacher makes a home visit and in addition to obtaining information for the required case study, subjective evaluations are recorded on Form #5, page 120. Home visits continue periodically and are planned and based upon immediate need for such visits, i.e., discipline, illness, prolonged absence. The workshop director also assumes responsibility for individual counseling and the rehabilitation counselor considers counseling an integral part of his relationship with pupil-clients. In some instances, the project coordinator from the University was asked to participate in counseling sessions with parents and pupil-clients. That procedure was used since it was deemed to be more objective and potentially more influential upon an immediate situation.

FLORENCE EVALUATIVE PROCEDURE FORMS

Form #1

STATE DEPARTMENT OF EDUCATION

VOCATIONAL REHABILITATION REFERRAL AND APPRAISAL
(Confidential)

Name________________________________Birthdate____________Race__________Sex_________

Address_________________________________Phone___________________Grade_____________

Cause of Disability____
(i.e., trauma, infection, toxic agents, genetic)

Name of Intelligence Test Utilized________________________________Date______________

M.A.________C.A._______I.Q._______Verbal IQ_______Performance IQ_____Full Scale___

Other Disabilities____
(i.e., speech, cerebral palsy, polio, epilepsy, orthopedic, visual)

Use of Hands: Poor_______________Fair_______________Good__________________________

Weight_____________Height_____________Family Physician______________________________

Father's Occupation____________________________Mother's Occupation____________________

Occupation of Other Relatives____

Actual Grade Level Achievement in Reading_______Arithmetic_______Spelling__________

Special Interests and/or Hobbies____

Work Experience____

Parents' Goals for Client_______________Client's Vocational Goal___________________

Parents' Approve Referral to Division of Vocational Rehabilitation: Yes___ No_____

Source of Referral____
(Name and address of referring organization and official)

Referred to Vocational Rehabilitation Counselor___________________Date______________

Since you know this individual as well or better than anyone else, your appraisal of this client would be most helpful to the Vocational Rehabilitation Counselor making a vocational evaluation. Please rate the following factors of personal, social, emotional, and pre-vocational adjustment as they compare with an average person of the same chronological age.

A.

PERSONAL HABITS:	Poor	Fair	Good	Evidence
1. Hygiene				
2. Appearance				
3. Dress				
4. Grooming				

Form #1 (continued)

	Poor	Fair	Good	Evidence
5. Care of Clothing				
6. Posture				
7. Poise				
B. ATTITUDES:				
8. Toward Parents				
9. Toward Siblings				
10. Toward Peers				
11. Toward Authority				
12. Toward Tasks				
13. Toward Criticism				
C. SOCIAL SKILLS:				
14. Relations-Same Sex				
15. Relations-Opposite Sex				
16. Acceptance in Groups				
17. Courtesy				
18. Speech				
19. Carry on Conversation				
D. WORKER TRAITS AND SKILLS:				
20. Places a Value on Work				
21. Sustained Effort				
22. Motivation--Desire to Achieve				
23. Working to Capaticy				
24. Dependability				
25. Punctuality				
26. Honesty				
27. Truthfulness				
28. Cooperation				
29. Corrects His Own Mistakes				
30. Sense of Accomplishment				
31. Ability to Listen				
32. Following Directions--Oral				
33. Following Directions--Written				
34. Following Directions--Demonstrated				
35. Complete GSES Application				
36. Travel Independently				
37. Giving Directions				
38. Tell Time--Half, Qtr.				
39. Make Change				
40. Use a Telephone				
41. Use a Ruler				
42. Use a Weighing Scale				
43. Read a Map				

E. EMOTIONAL STABILITY:

1. Indications of acceptance or rejection by parents ____________________

2. Indications of overprotection ____________________

3. Indications of dependency on teacher, fellow students or parents __________

Form #1 (Continued)

4. Which parent does client prefer?______________________________

5. Which parent administers punishment?___________________________

6. How does client compare with brothers and sisters?_________________

7. Indications of agressiveness. (Check any of the following): Temper outburst_______, Kicking, biting, and teasing others____, Bad language______, Tearing things apart______, Talking too much______.

8. Indications of hyperactivity. (Check any of the following): Moves about too much______, Jerking_____, etc.__________________________

9. Does client have a close friend of the same sex?__________________

10. Does client have a close friend of the opposite sex?________________

11. Indications that client tries to improve on or detract from what had been done.____

12. Indications of self-confidence or the lack of self-confidence___________

13. Indications of Concentration. (Is not distractible)_________________

14. Frustration level. (Does client give up easily?)__________________

F. PLEASE ATTACH COPY OF PSYCHOLOGICAL EVALUATION REPORT IF AVAILABLE.

G. ADDITIONAL COMMENTS. (Please use the remainder of this page and the back to elaborate.)

Form #2

EVALUATION AND PERSONAL ADJUSTMENT FACTORS

Client:______________________________

Rating:	Unsatisfactory 0	Poor or Below Average 1	Fair or Average 2	Good or Above average 3

(December)	0	1	2	3
1. Personal hygiene			x	
2. Appearance			x	
3. Dress			x	
4. Grooming			x	
5. Care of clothing			x	
6. Posture			x	
7. Poise		x		
8. Punctuality			x	
9. Dependability			x	
10. Initiative			x	
11. Accepts Responsibility			x	
12. Honesty		x		

Form #2 (continued)

	Rating 0	1	2	3
13. Cooperation		x		
14. Attitude toward authority			x	
15. Working alone			x	
16. Adjusts to new situation			x	
17. Frustration level		x		
18. Emotional or self-control			x	
19. Motivation - desire to achieve			x	
20. Sustained effort			x	
21. Working with others		x		
22. Planning ability		x		
23. Ability to converse		x		
24. Listens to instructions			x	
25. Comprehension of oral instructions			x	
26. Ability to read instructions				
27. Comprehension of written instructions				
28. Follows instructions (oral and written)			x	
29. Ability to make decisions			x	
30. Attitude toward constructive criticism			x	
31. Physical dexterity			x	
32. Care of tools and equipment		x		
33. Proper use of tools and equipment		x		
34. Hand-eye coordination			x	
35. Observation of safety rules		x		
36. Working to capacity			x	
37. Quality of work			x	
38. Quantity of work		x		
39. Plant hygiene			x	

Remarks: December: area of evaluation-chair caning. ——— plays around too much when she should be doing something constructive.

Form #3

Project Class

TEACHER EVALUATION

Name of Student:______________________________

1 - Never 2 - Sometimes 3 - Often

For months of: November (1) - December (2) - January (3)

	1	2	3
1. Has good posture	3	3	
2. Is clean and neat in appearance	3	3	
3. Realizes limitations	2	2	
4. Is punctual	3	3	
5. Shows interest in all activities	3	3	
6. Assumes role of leadership	3	3	
7. Has nervous habits or mannerisms	1	1	
*8. Accepts responsibility	3	3	
9. Can work without supervision	3	3	
10. Wastes time	2	2	
11. Finishes Work started	3	3	

Form #3 (Continued)

	1	2	3
**12. Does neat work -- is thorough	3	3	
13. Puts away materials after use	2	2	
14. Accepts constructive criticism	3	3	
15. Follows instructions	3	3	
16. Gets along well with classmates	3	3	
17. Contributes to class discussions	3	3	
18. Controls emotions	3	3	
19. Is satisfied in project class	2	2	
20. Has evidence of many personal problems	1	1	
21. Requires coaxing	2	2	
22. Wants to have own way	2	2	
23. Makes friends easily	3	3	
24. Appears to be happy	3	3	
25. Is easily frustrated	1	1	
26. Annoys others in class	2	1	
27. Has sense of humor	3	3	
28. Gives up easily	1	1	
29. Tends to depend to excess on teacher	1	1	
30. Has good relations with teacher	3	3	
31. Is able to remember or recall	3	3	
32. Has good ability to concentrate	3	3	

*________ is more willing to accept responsibilities which are more appealing to him personally. He often shirked his "store" duties after his position as manager had been terminated. He liked to be "boss" and show authority.

** He is capable of neater work. He often works too hurriedly.

Form #4

Vocational Evaluation

By the Muscle Shoals Rehabilitation Facility

Date:________________________________

Client:______________________________

Evaluation activity performed:____

____

_______ 1. Client needs further academic and/or social skills.

_______ 2. Client needs further vocational evaluation in the facility.

_______ 3. Client has no vocational potential as related to evaluation activities performed in the facility.

Action taken by evaluation committee:________________________________

____

____

Form #5

HOME VISIT
September 9, 1962

____

I. Description of Home: dirty, crowded. Dog, ducks and chickens were walking about in a yard of cluttered appearance. It was raining and the family were sitting on the front porch where house flies were extremely prevalent. I did not go inside the house. ________and his mother and his three younger sisters share the home with __________'s invalid uncle and his wife and a son who is several years older than _____________...the latter shares a bed with_____________.

II. When I arrived, I was greeted by ________'s mother whose appearance fit her environment. She was not dirty but could improve grooming very much. _______ had just finished taking a bath and was dressing. He appeared shortly very neatly dressed. He introduced me to his older cousin who was leaving with a friend. _______does not appear to "belong" in this family.

__________'s invalid uncle was dressed in pajamas and was sitting in a wheel chair. He is blind and has a poor memory (his condition resulted from strokes). He asked repeatedly if I knew "___________ ________". He also said quite often "__________ is a good boy." __________ helps care for the uncle. Uncle _________'s wife was somewhat obese. She was friendly and talked a great deal more than ________'s mother. When asked "What would you like for _________to learn in class?" the mother answered, "Whatever he wants to; that's up to him." She seemed very illiterate.

___________'s sisters seemed quiet. They, too, could have been better groomed. When we left (my husband accompanied me) the whole family invited us back. They seemed very warm and sincere.

III. Notes. _________'s father left home when he was four years old. _________ remembers his father's beating his mother. The family has no idea of Mr.__________'s whereabouts. ________says that if he should return someday when he is old, "I'll take care of him cause people do things sometimes that they're sorry about when it's too late but don't realize what they're doing at the time."

__________ was very close to his uncle before his illness. "He used to just sit down and talk to me about anything."

Yoniece Miller

Form #6

MUSCLE SHOALS REHABILITATION FACILITY
Research and Demonstration Project

____
November 5, 1962

WRITTEN PROGRESS REPORT

Project Class

Dear Miss__________:

A written evaluation such as this will be sent regularly instead of the usual report card, so that you may know more about what is being done in the class and how well ______ performs.

Form #6 (Continued)

The first month was spent in getting to know _____and his classmates, and helping him to adjust to a new type of class, a new teacher, and new classmates. In September we spent much time just talking about ourselves, our famiiles, andour problems. (We still do this when necessary.) A part of every morning is set aside for talking out things together. Pupils may tell about something they have seen, heard, read, or some experience they have had. This allows each student to express himself orally. It helps to relieve any tension he may have.

During September we made a chart of room duties giving each person a job in keeping the room clean and orderly. _____ always does his job well and is very willing to help others when his job is finished. He often volunteers to do extra work without being asked to do so.

We made a chart of rules for conduct, both inside the room and in the shop. We played games. _____ loves to play checkers and is very good at it. New materials for the classroom arrived during September and October, and the students enjoyed helping to unpack and sort out these materials. We read stories and talked about them. We started a little store in which the pupils sell coffee, candy, cookies, etc. Working in the store helps them to learn to count money. We figure up the amount spent for stock and the amount sold for profit. ________helped to plan the advertising for the store. We have listened to records and looked at film strips on personal cleanliness; care of teeth, eyes, ears, etc.; types of jobs, and others.

Mr. Hamner, the shop manager, helped ______ and others to build a large bulletin board for the classroom. ______ did very well at this work. It involved measuring and cutting the materials and building, as well as putting on varnish. We counted cost of materials on the chalk board.

The boys and girls have been giving the morning devotional each day. ______ cannot read the Bible stories, but he sometimes leads the Lord's prayer or the pledge to the flag. He has a quick memory. He is able to remember or memorize well.

At the beginning of October we planned and made decorations for the bulletin board and the room to go along with autumn and Halloween. I allow the students to do this type of work without much help from me, and they do a fine job. Recently. the group decorated for a Halloween party and planned refreshments. Again, this was their work.

We just finished a unit on safety. This included safety at home, fire safety, safety at work, and driving safety. A highway patrolman talked to the group about safety while driving, how to get a license, etc.

We have talked about getting a job. We acted out job interviews. We have studied the newspaper. Since _____ does not read, yet, I helped him to cut letters from the alphabet out of the newspaper. _______needs much help with his ABC's. He does not know the letters in his own name if they are separated. If you could help him whenever possible, it would be appreciated by ________, I am sure. He wants to learn to read, and perhaps he can, if we all help. I also gave ________ an ABC coloring book which he enjoys very much.

Last week we took the old wax off our floor and put on new. I don't think ________ enjoyed this so much as some other things we have done, but he did try.

We have talked about dating or problems connected with the subject on occasions. If someone brings an interesting experience to class, we often spend time talking or studying about it. For example, someone killed a snake at home and we studied the

Form #6 (Continued)

different kinds of snakes -- poison and non-poison, etc. We have talked about fall and animals and beautiful leaves. We write stories about things we see and do.

One day we rode the steam engine that came to Florence. _____ seemed quite excited about this. We have also played softball. ________ plays well.

_________ is very polite and cheerful most of the time. He is very playful--he sometimes likes to bother or "aggravate" other people, especially the ______ boys who are very good friends of his. Sometimes he distracts them when they are working in class. Occasionally, _______ says he does not feel well. Does he have headaches often; or is this, perhaps, an excuse? He also goes to the water fountain and restroom often. Does he do this at home?

_________ has improved very much since September. He gets along well with his classmates, and he is not so shy any more. He is a good worker. He stays with a job until it is finished, usually.

I would like to know how _______ reacts to things we do in the class when he gets home. Does he tell you what he does? How does he feel about me and others in the class? Did he react to our study on safety? Did he look around the house and yard for things that might be unsafe? What does he tell you about the class?

If there is ever anything that you think I should know that would help me to know and help ________, please write me a note or call me at home after 5:00 p.m. My phone number is 766-3507.

I enjoy having _________ in my class.

Sincerely yours,

Yoniece Miller

YM:gew

P.S. I have not mentioned all the things we have done as a class, or all that ________ has done. These are just some of the more important things. ________ also works with a little newspaper, My Weekly Reader.

Form #7

__________, ________

September 13 - _______ was upset: someone had reported to her mother that she was "cutting up" with the shop boys too much.

October - _______ revealed that she had been accused of stealing $20 from another girl's purse when she worked at Starkey's Restaurant. She felt that other waitresses had committed the act and were blaming her. _______'s mother paid back the stolen $20. (It seems that she was admitting _______'s guilt by repaying the money. Did she believe ______? Why didn't she defend her daughter?)

Form #7 (Continued)

October 22 - ________ became the obstacle of disagreement between a classmate and a shop worker. The classmate was ________ _____ who had become a close friend of _______'s - - they had dated a few times. The shop worker was her sister's boyfriend. The argument between the two boys arose because _______ had occasionally dated the shop worker's brother. One thing led to another following the statement, "______, __________ is going to whip you," and the reply, "Well, tell him he knows where I'm at!" The shop worker struck _____ in the face causing his nose to bleed. Following the incident ______ was depressed. She said, "It was all my fault!" I had difficulty convincing her that it actually wasn't.

A few days later I had a long talk with ________. She was an intensly disturbed little girl. Following are some of her remarks:

"I don't tell my parents my problems because they have too many other problems like bills to pay...."
"I can't trust anybody enough to tell them things that bother me...."
"I don't want to be bad...Why do I do things I'm sorry for afterwards... Why do I feel like being mean or hurting somebody sometimes...."
"I wish there were some more girls in this class, and I'd like it better..."
"By next March, my birthday, I want to be able to pick up just anything and read it...that's what I want do do most in this class..."

During that brief conversation ______ became more special than ever before. Her problems became my problems. She needs me. She needs love and understanding and guidance.

October 26 - ______and her sister_______announced that they plan to quite the class March 13 to get married. "___________(brother of _________'s fiance) has offered to give _______ a ring," ___________said. "She has said 'yes'," she continued. "She'll be 16 then. Mother's tired of feeding us. She wants us to get married. Mama says we are (going to quit)" and again "She wants us to get married."

October 30-31 - _______ did more than her share of removing old wax and rewaxing the classroom floor. She stayed voluntarily after school to help me put on an extra coat of wax.

November - ______ has settled down a great deal since _______, _________ and her brother________ have dropped out. She is more sincere in her work She likes responsibility. She enjoys working on committees and measuring coffee and water to brew coffee for sale in the "Nifty Snack Bar" - student store. She doesn't mind hard work. She sometimes offers to remain after school hours to help me with various "chores"-this indicates her need for a friend and companionship.

________ has begun to work diligently toward her goal to learn to read. She is using the Cowboy Sam series with workbooks.

One of the shop workers is becoming too generous. He buys _____'s lunch often. She says he calls her and tells her not to bring a lunch. This fellow cannot walk without the aid of crutches.

_________'s three wishes: Car, big house, lots of money.

GADSDEN EVALUATIVE PROCEDURE

Admissions and Dismissals. This committee is composed of the Director of Guidance, Etowah County Schools, Director of Guidance, Gadsden City Schools, Rehabilitation Counselor, Facility Manager, and Project Class Teacher. Meetings are scheduled tentatively for once a month; however, a meeting is not held unless called by the chairman to discuss attendance relative to drop-outs, time balance between class and shop, consideration of potential pupil-clients, evaluation, psychological evaluations, behavioral problems, and further evaluative procedures. At each meeting, individual progress reports are presented by the work shop manager and project class teacher.

Referral for consideration for admission into the project class may come from Special Education classes within city and county schools, the guidance department of both city and county schools, vocational rehabilitation, Department of Pensions and Securities, State Crippled Children's Services, other public and voluntary agencies, and interested lay individuals. After acceptance by the committee as a potential client, a letter is sent to the parents, Form #1, page 126, informing them of the plan and requesting permission to have the necessary evaluation in each area required. Those areas are (1) medical evaluation, (2) psychological evaluation, (3) school records, (4) pertinen information gathered by members of the committee through interviews and home visits, (5) interest on the part of the potential pupil-client, and (6) parental interest.

Evaluation. During the meetings of the admissions and dismissals committee, progress reports are presented on each pupil-client. Forms #2A and #2B, page 126 and 127, and Form #3, page 127, are examples of progress reports. In evaluating each pupil-client the following areas are discussed at length and appropriate action is taken by the group:

1. Pupil-client progress problems
2. Vocational planning for pupil-clients
3. Dismissal of pupil-client if he or she has profitted as much as possible from project class and workshop situations. (Forms #5A and #5B, pages 129-30.)
4. Time proportion between class and workshop on an individual basis
5. Possibility of pupil-client working part-time in local business and spending part-time in the project class
6. On-job training for pupil-clients
7. Termination of individual program
8. Job placement
9. Additional evaluations where needed-psychological, medical, vocational
10. Placement of pupil-client in trade school

It should be noted that as of January, 1963, the evaluative procedure was changed and a copy of the letter notifying the project director is included as Form #4, page 128.

Job Training and Placement. Placement of a pupil-client on a job, either full-time or part-time, is a joint endeavor among all members of the committee, however, it is coordinated by the rehabilitation counselor. Those committee members are the placement specialist, who is attached to the workshop, project class teacher, rehabilitation counselor, coordinator of the center workshop, and other members of the Admissions and Dismissals Committee who would be particularly interested and who could serve a useful purpose in such discussion and/or placement. Placement on the job is based upon an evaluation which entails progress reports by the project teacher and workshop director and/or instructors. Job try outs have been successful outside the facility in the areas of hospital orderly, service station attendant, janitorial services, furniture refinishint and restaurant employee. The workshop director and project teacher obtain periodic evaluations from the employer. Those are written and are filed within the pupil-client's cumulative record form. Copies also are given to the rehabilitation counselor, with duplicates filed with the workshop director. Those data are available to all personnel working with the client. Form #6, page 130, is a record of an evaluation committee meeting and gives an overview of the careful consideration given pupil-clients. The teacher keeps records which reflect day-by-day socialization, development of work skills and habits, and personality development. Form #7, page 132, is an example of that record.

The Work Adjustment Center at Gadsden is staffed by professionally trained personnel. Those are a social worker, supervisor of Work Adjustment Center, placement counselor, contract procurer, and a production supervisor. The pupil-clients from the project class are integrated with a federal project which is working with long range disabilities and special problem cases. Thoroughness of services is emphasized and an exhuastive effort is made to eliminate any personal, social, and/or vocational problem prior to job placement by the staff through an unusually thorouth evaluative procedure. The group considers very carefully the readiness for job placement based upon adjustment in social, personal, and vocational areas. Form #8, page 133, reflects the workshop schedule for the group of pupil-clients in January.

As an adjunct to the evaluative procedure, staff meetings are held each Thursday afternoon to discuss clients, make plans based upon observations and evaluations, and from notes of the teacher and workshop personnel. It is within the staff meetings that individual plans are made for all pupil-clients. Those plans concern speech therapy, if needed, areas of work within the shop, academic skills needed, socialization techniques, and time to be spent within the workshop.

The initial orientation to the workshop is the responsibility of the project teacher. Follow-up and more extensive orientation is given by the supervisor of the federal project. That orientation includes the purposes, work situations, rules, and safety measures. Pupil-clients are orientated into the workshop gradually; first by a visit, followed by talks and activities by the project teacher and director, and later through actual work assignments and experiences. Two clients are taken into the shop at a time for a two week period as noted above in Form #8. Evaluation is based on the individual needs of the pupil-client and these frequently are based upon suggestions made by the project teacher. Examples would be the need for learning the techniques of measurement, cutting, practical application of classroom skills. The project teacher serves as an important liaison between the classroom and workshop, for in the classroom she is able to determine needs and make recommendations as to workshop activities that will strengthen classroom learnings. Plans for intensive work try-outs are based upon evaluative work trials in the shop and in the classroom. Criteria for evaluations are (1) use of small hand tools, (2) use of hand power tools, (3) use of large equipment, (4) punctuality, (5) safety habits, (6) inter-personal relationships with other clients, (7) social behavior, (8) maturity, (9) awareness of abilities, (10) work tolerance, (11) ability to follow instructions, and (12) initiative. Activities which are afforded on the job are of various types. Examples are sanding, measuring, furniture refinishing, construction of a given item, janitorial tasks, ceramics, cooper tooling, weaving, assembly, and salvage.

Form #9, page 134, is a record of the jobs held by pupil-clients. That report gives a succinct overview of the kinds of jobs held.

Counseling. The counseling process is an integral and inseparable function of the total evaluative procedure in this project setting. Forms #10, page 134, #11, page 135, and #12, page 136 , are indicative of the kinds of final reports that are made on pupil-clients within this project. It should be noted that the Admissions and Dismissals Committee, when evaluating a pupil-client relative to termination, considers all evaluations: classroom, workshop, job evaluation, and any other pertinent evaluation. Every effort is expended to facilitate the individual's transition from the class-workshop situation to home and family. Form #10, page 134, is a specific example of this type of follow-up.

GADSDEN EVALUATIVE PROCEDURE FORMS

Form #1

August 25, 1961

Mrs. ____________
____
East Gadsden, Alabama

Dear Mrs. __________:

Your daughter has been selected for participation in the Research and Demonstration Class which will be operated this fall in the Vocational Rehabilitation Center located on the campus of the Alabama School of Trades.

This class will limit its enrollment to eight students. We have employed Mrs. Madge Mullins as the teacher of these older students. She has had special training for this type of teaching and has taught exceptional children for the past five years in Clanton.

Your daughter will be extensively evaluated in order that upon completion of this program a suitable vocational objective can be obtained.

This project is being developed and sponsored by the University of Alabama, the State Vocational Rehabilitation Service and your local schools.

We sincerely believe that we have an excellent opportunity here to provide your daughter with the very best.

We should like to have your permission to secure the necessary evaluations and to include her in the project.

Please sign the attached release in order that your daughter may take advantage of this opportunity.

Cordially,

SIGNATURE

Walter G. Nelson, Director
Research and Guidance

Form #2A

MEMORANDUM

Date: December 7, 1962

To: Mrs. Madge Mullins

From: Workshop Personnel

Re: ______________
Etowah County

Form #2A (Continued)

PROGRESS REPORT

__________entered the Workshop this morning with an interest in being a saw helper, planer helper or furniture refinishing. _______worked on furniture refinishing because there was no vacancy in his other choices. This client was consistent with his work while in the shop and seemed to enjoy it. The noisy atmosphere in the shop was too great for _________to stand so he returned back to the class. A severe headache was due to noise in the shop.

On a second day in the Workshop there was no headache but the noise still bothered him. ________worked as a saw helper and did average work. The client should watch his fellow workers on the saw at all times.

_________stated that he was trying to get a job as an attendant in a nursing home in this area and seemed anxious to secure this job so he could quit school. He indicated an interest in the loom and other crafts in the front area of the Project saying that he had some crafts while in Bryce Hospital.

Form #2B

MEMORANDUM

Date: January 21, 1963

To: Mrs. Madge Mullins Re: __________________

From: Project Staff

This boy presents a nice personal appearance. He seems somewhat nervous and has a noticeable speech defect.

He has shown some ability to carry out an assignment in the workshop without requiring too much supervision.

However, when directions are given he has a difficult time following through with them and must be reminded to do something several times.

His work habits seem to have improved since he was last in the shop and his attitude toward work is better.

We cannot recommend anything particular for this boy at this time and would like to work with him further.

Form #3

MEMORANDUM

Date: Janury 21, 1963

To: Mrs. Madge Mullins Re: ________________

From: Project Staff

This boy has not been in the workshop under the new plan. Previous tryouts showed an extremely immature boy who is quite proud of and content with the part time service station work with his family.

Form #3A (Continued)

When in the shop he complained of shop conditions such as working close to the saws, and the loud noises aggravating his asthma.

While we are willing to try him out again we feel that further shop experiences would be of little benefit to this boy.

His immaturity and limitation would make it most difficult for this boy to enter the labor market and his present family service station work seems to offer him the best type of employment.

Form #4

REHABILITATION CENTER WORKSHOP
Alabama School of Trades
Gadsden, Alabama

January 22, 1963

Dr. Jasper Harvey, Project Director
Department of Special Education
University, Alabama

Dear Sir:

This letter is to inform you of the new system of services to the Research and Demonstrations Project for the Mentally Retarded that has been worked out with the Gadsden Rehabilitation Center Workshop and O.V.R. Federal Project 976d.

The former system in which all the boys of the special class spent four hours each day in the workshop presented a number of problems. Inadequate supervision created safety hazards in the shop and the boys in the special class were not receiving the individual attention and work orientation they so badly needed. Immaturity of some special class members tended to make the shop experience a play period, disrupting the work atmosphere needed in the workshop program.

To correct this situation a plan was submitted to the evaluation committee for the special class and to the teacher. This plan consists of selecting two of the boys in the special class to undergo an intensive evaluation and work orientation period of two weeks in the workshop where they will receive closely supervised work experience, counseling, instruction, and individual help recommended by their teacher. At the end of one week the teacher receives a written report concerning the evaluation and status of each special class boy in the workshop. Each week the special class teacher attends the staff conference of the work adjustment center and the two boys in the shop are discussed. Also plans and recommendations for another group of boys to enter the shop are made. At the end of the two week period a written summary of the work of each boy is sent to the special class teacher with recommendations that might be accomplished in the classroom. After each boy has spent a two week period in the shop then we start the same process over again and look for changes of work habits, reaction to supervision, and work attitudes that were noted in pervious shop tryouts. At the regular evaluation committee meeting the special class teacher presents a summary on the academic achievements of each boy and the supervisor of the work adjustment center presents the workshop evaluation of each boy. At this meeting a determination is made for each boy as to future work with him: (1) continue him

Form #4 (Continued)

for further work in classroom and shop, (2) ready for other Rehabilitation Services, (3) not feaible for Rehabilitation.

This plan of cooperation between the workshop project and the special class project was agreed to by the teacher, and the entire guidance committee.

We feel that through this plan we can now render better services for the Mentally Retarded of the project class.

Sincerely yours,

SIGNATURE

Bob Couch, Supervisor
Work Adjustment Center
SIGNATURE

BC/lw

(Mrs.) Madge Mullins
Project Class Teacher

cc: Mr. O. F. Wise
Mrs. Alpha Brown
Mr. George Hurt
Mr. Vernon Vinson

Form #5A

Vocational Rehabilitation Center
Alabama School of Trades
Gadsden, Alabama
January 28, 1963

Mr. and Mrs. ____________________
East Gadsden, Alabama

Dear Mr. and Mrs. ____________:

________has expressed a desire to withdraw from the class to become a full-time service station attendant at such time as you open your new place of business.

I took this matter up at the recent meeting of the committee on Admissions and Dismissals of the Research and Demonstration Class. This committee thought that the training which you parents give your son in helping him assume responsibility in running the business will be worth more to his future than for him to remain in the classroom beyond the opening date of your new business.

________has made progress in making change. He counts money very well. With much practice and patience (with himself) he is going to give service that you will be proud of. He has a fine attitude toward all members of the class. He plays no favorites.

It has been a real joy to me to have _________as a member of the class. I shall look forward to seeing him from time to time on the job and doing good work on the job.

Thank you for the opportunity of working with your son.

Sincerely,

Mrs. Madge S. Mullins, Teacher
Research and Demonstration Class

Form #5B

May 23, 1963

Dear Mr. and Mrs. ___________:

In answer to your request that __________continue another year in the class, I would like to call your attention to the letter sent you January 28 of this year in which I stated that it was our opinion that________has done all the work of the class and his greatest need now is to have opportunity to use his abilities to the fullest extent.

Again, I wish to tell you how very much I have personally enjoyed working with ______. He has high principles of conduct and I feel that with his keen sense of right and wrong, he will be a worthwhile citizen in his community; and a definite asset in your business.

Sincerely yours,

Mrs. Madge S. Mullins, Teacher
Research and Demonstration Project Class

Form #6

MINUTES OF COMMITTEE MEETING

The Committee for the Special Classroom met on Wednesday, March 6, 1963, at the Rehabilitation Center at the Alabama School of Trades. All members were present and Mr. Frank McMillan, Associate Director of the Project, met with us.

Mr. Davis opened the meeting and the minutes of the last meeting were read. Mrs. Mullins and Mr. Couch then submitted reports on each student as to progress since last meeting.

_________________. Mr. Couch reported that we have had _________for his second tryout in the shop, and that this is his second week this time. The report for the first week was as follows: Seems to have regressed, needs constant and close supervision, sits idle and disturbs others, childish behavior toward supervisory personnel, some interest in painting, operates drill press and enjoys this, after the novelty of anything wears off, he gets disinterested. _______is 15. Mr. Vinson states that his behavior is inappropriate at times. He tries very hard to please, then "goofs" off. Mrs. Mullins states that he thinks the Workshop personnel bosses him too much. He states that "you can't please Mr. McKay." Mr. Couch stated that he asked "why" if you tell him to do anything. Tried the first period in the shop to prove himself, but now thinks he is "in." Mr. Davis called for a motion. Mr. Couch said at this time that no services would be of benefit to him, and that maybe age would help. _________keeps talking about farm work. Mrs. Mullins made a home visit. The grandmother and grandfather have influence over him. Grandfather has some farm friends and he will talk with them to get one to take __________ and help supervise him. Grandfather agreed that ___________needs this. DPS placed mother and children just two doors from grandparents. Mr. Vinson asked if Mrs. Snellgrove would take him back if he could be placed on a farm. Mr. Davis asked if we could expect a change in time. Mr. Couch says he doubts this. Mr. McMillan reported that throughout tests he gave polite, docile answers. Mr. McMillan thinks he should not have gotten in the class at 15. Mrs. Mullins asked if grandfather does find a farmer who will take him, should he be released to go. Mr. Nelson moved that we retain him on roll for remainder of year

Form #6 (Continued)

according to Alabama School Attendance Law, and attempt to work something out with Alabama School of Trades for farm work. This was seconded and passed.

______________ - Age 15. Mrs. Mullins report shows little progress in reading, some progress in making change, Mr. Couch states that _________ has had two weeks tryout in Shop. Has poor work habits, forgets how to do job. He is nervous - does not seem feasible for Workshop. Age and work habits make it improbable for him to be successful on job. Mr. McMillan reports that on tests ______ gave all wrong answers, extremely hostile. Mrs. Mullins reports that this week he has been more resentful, has a hard time at home. Mr. Davis asked in looking at cases are we considering any specific types of training that would fit these people. Mr. Couch states we do not look for specifics. Mr. McMillan says that the reason they lose jobs is not due to lack of skill but poor attitude. He says that Mrs. Mullins class is set up to correct this attitude. Mr. Davis states that _______ likes to dig and make things grow. Too much has been expected of these mentally retarded people, too much too soon. Mr. Vinson express need for a terminal workshop. Mrs. Mullins moved that we keep _________ in class. Mr. Vinson added that we try him on yard work and shrubbery. This was seconded and passed.

_____________ - Mr. Couch says that at the end of the second week he had no absences, tryout in several jobs showed slow work, wise cracks on occasions, totally illiterate, interest in upholstery, cannot count, definite improvement in overall attitude, quality of work has improved, relationship with others has improved, best worker in class. Mrs. Mullins says he is progressing in Classroom. Mr. McMillan says he knows the days of the week, and according to the tests, gave fairly normal answers. Mr. Nelson moved that we leave _________ where he is. Mr. Norris moved that he go into vocational training in Workshop. He is twenty years of age. Objective placement for non-skilled laborer. Training for better work habits, preparatory to placement. Mr. Nelson seconded and the motion carried.

______________ - has been absent. Very responsible this week. Complains of dizzyness. Mrs. Mullins says he does not make mistakes in change, etc. Mr. Davis moved that we leave him pending until next meeting and try to get more information. Mr. Couch wanted to know if he should be kept in the Shop. Mr. Vinson suggested that we let clients "want" to go to Shop. Motion was seconded and passed.

_____________ - Mrs. Mullins says that we gave her an address for a nursing home where her aunt works, and her mother said that she did not want her to work in that type nursing but preferred that she work as a nurse in a private home. Miss _________ has let her work in her apartment for several weeks once a week. ________ is now able to do work by herself. Mr. Vinson moved that we discontinue working with her. Mr. Davis wanted to know if we have anything to gain by keeping her? ___________ has the lowest IQ in the class and the highest chronological age - 22. Seconded and passed that we drop her.

Mr. Davis reported that a 17 year old girl has been referred to the Class - __________ _____________, referred by D.P.S., and went to Hokes Bluff School - test administered by Mr. Davis revealed IQ of 74, but he doubts that this is that low. Mr. Davis recommended that she come here on a trial basis. Mr. Davis asked Mr. Norris to talk with her and see if anything can be done for her. Mrs. Mullins wants her to be tried out in Center rather than Class. She is now in Class on a trial basis.

______________. He is now at work. He was absent four days from Class. Mrs. Mullins went out and found that he was working with his father clearing land. After one week in the workshop he did not show up any more. He told his parents that he knows how to do everything that they do in the Shop. Mrs. Mullins and Mr. Couch plan to go back and make a home visit. ___________ was afraid he would hurt Mr. Norris' feelings because

Form #6 (Continued)

he got a job.

_______________. Mrs. Mullins wrote letter dropping him. Now he wants to stay in school to finish the semester. Mr. Vinson moved that we let Mrs. Mullins decide whether to accept him or not. This was seconded and carried.

Next meeting will be set when Mrs. Mullins and Mr. Couch feel need. Meeting adjourned.

Form #7

ANECDOTAL RECORD

__________ - Age 15 yrs 11 months

________came to the class with problems. The teacher feels there is need for a psychological evaluation to help determine a more meaningful program for him. He appears to have ability much above his functioning level. He refrains from expressing an opinion, trying to read a line, or doing a problem because he has a fear that it will be wrong.

He is slow to follow directions. He leaves tasks incomplete, but after being urged along finally comes through. He seems to expect urging before getting a task started - this shows up more in group activities than in individual tasks.

________reads on the primer level. He shows no interest in reading. He does not recognize the letters of the alphabet by sight; therefore, getting the sound over to him is that much more difficult.

He is learning to count money. (Attached sheet shows individual work) The concept of making change is going more slowly. He prefers to boast of his allowance or how much he has saved up for Christmas than to settle down to the counting money at hand.

He is decorating the room for Christmas. He sweeps out his bus every morning.

1-21-63 This student is improving in following directions: making improvement in money changing. Brought money to start postal savings account. Cause of motivation for others to save. In shop last week and this week on the plan.

1-14-63 ________began his tour of workshop

1-15-63 No inclination to talk of work in shop.

1-17-63 No inclination to talk of work in shop.

1-18-63 Brought top of piano bench he is sanding to get teacher's approval. When teacher asked if that's the sort of job he wants to do he "blew his top." He seemed to have the feeling that he was being pushed to finish the job.

1-21-63 More interest shown in report of his own progress in shop. Teacher accompanied ________home for help from mother in completion of his case history throughout his childhood. _______got his gun to go hunting but was back in minutes to visit. Very courteous in the home.

Mother cognizant of ________'s problems. Very disturbed over the fact that he lacks interest is in attending Sunday School and Church.

Form #7 (Continued)

1-24 & 25 Bus did not run

1-28-63 Very listless - complained of catch in his back. Recognized 8 of the Common Signs of Safety and Community Service. Hyperactive entire day.

1-31-63 _______announced first thing this morning that he is going with his daddy to the hospital for a check-up. Said he has dizzy spells. He said he had a dizzy spell last night and went to bed at 9 o'clock. Ate pancakes for supper - chocolate cake. He is afraid of needles at hospital. Says his daddy is afraid"that liver disease" is working on him again.

12-13-62 Missed bus - caught ride to school. Very uneasy until teacher suggested pupil go check to see if his bus made it. Afterward he settled down to fasten printed words to cardboard in the word game card.

12-18-62 Very confused about going to the party at First Methodist Church. Finally called Daddy to make it all right if teacher would bring him home from party.

12-19-62 Improvement in money concepts can make change; but needs practice.

1-7-63 First day back in school. _________received the gift he wanted for Christmas - a watch. He expressed a desire to hear what other students "got for Christmas."

Stayed with the job - sanding bench.

1-8-63 ________brought 5 one dollar bills to put into savings (because every time he tries to save up his brother borrows it). Trip to P.O. to open a postal savings account gave him confidence he had not felt before.

Today measured blackboard, file cabinet, sewing maching, typewriter table, both record play stands. Needs much help in measuring.

Recognized 14 words from the Christmas Word List (37 words)

1-9-63 Acted silly on trip to visit ___________, giggled, wise cracked, punched others to "tickle." Poked fun at the manner ___________used in "phonics" for service at drive in ice cream place on way from __________'s.

Hard to concentrate today. Improvement in counting money. Much practice needed in change making.

Form #8

WORKSHOP SCHEDULE

January

SUNDAY	MONDAY	TUESDAY	WED.	THURSDAY	FRIDAY	SAT.
	7	8	9	10	11	12
13	14	15	16	17	18	19

Form #8 (Continued)

SUNDAY	MONDAY	TUESDAY	WED.	THURSDAY	FRIDAY	SATURDAY
20	21	22	23	24	25	26
27	28	29	30	31		

Form #9

A Record of Jobs Held by Pupil-Clients

____

Sweeps out bus each morning upon arrival at school
Washes cars
Helped assemble bird houses in work shop
Hopes to be life-saver helper during the summer
Thinks he might get to work at Shell Service Station during summer

____

Cleaned store for "Man who wears a hearing aid." Swept, mopped floor, cleaned windows. Made: $1.50.

In the workshop he was engaged in various areas: sanding, dressing parts on planer, cutting parts on radial arm saw, drink case repair and painting drink cases with spray gun. (Progress reports from workshop personnel show negative attitude in all areas.)

Reports from the workshop showed him to be a risk there and throughout the year very little improvement. His father promised to work the boy during the summer on jobs with him, as a carpenter's helper.

____

This student-client came out of the family-owned and operated service station at the request of his father. His need for a better knowledge of how to make change was the purpose of his enrollment in the class. ______improved but he needs to apply on-the-job training in his father's business.

Form #10

FINAL REPORT ON PUPIL-CLIENT

On Monday afternoon, March 11, the teacher made a home visit to notify the parents that the Admissions and Dismissals Committee had released ________from class at its meeting last week.

The mother expressed regret but stated that she realized the time would come when she would be released from school. The mother stated further that she had worked to keep her in school as long as she could because she dreaded the long days ahead for _______. From _______'s home to Trade School is 13.2 miles. The mother then spilled the pent-up feeling of her own when she added "long days of boredom."

Form #10 (Continued)

The teacher brought a challenge that there was no reason for a state of boredom to exist when ________has ability to do so many things on her own; and a great many others with extrasupport from her family. Teacher asked mother if she expects as much of ______as she can do. Make grocery lists, make change, she can take many responsibilities. As mother and teacher planned for ________, several activities were discussed:

Baby-sitting here at home
Learn to drive the car to be of more help to mother
Accept more responsibility at home
(1) ____set own alarm in order to get up to prepare breakfast
(2) Keep house, porch, yard more orderly without being told to
(3) _____is a good "reminder"
(4) Helper at home beauty shop
(5) Fold or iron and put away laundry
(6) Gather eggs and keep record
(7) Help with marketing
(8) Read recipes and follow to make new menus

Form #11

FINAL REPORT ON PUPIL-CLIENT

This boy came to the class from the Forrest Avenue Special School. He brought a record of successes in the crafts. Adeptness in the crafts also was evident as a result of Boys' Club activities through a period of some years.

Throughout the first year of the class at the Vocational Rehabilitation Center, his attendance was not actually sufficient to allow his continuance. Actual days present were 83. Actual days absent were 58.

Work experiences: During the first year various pick-up jobs were handled and with a bit of pay, enough pay, enough to buy cigarettes and go to the movies occasionally. Work at the fruit stand, helped his brother on his paper route were other odd jobs. At the end of the first year, ______went to Decatur to be with his great uncle to do general farm work. The summer was spent there working the farm. _____ also helped his uncle carry the late shift in operation of an all-night Service station on the highway. He was accepted in the community and particularly in the church where his attendance was good and he felt recognition by his Sunday School teacher and the girls were nice to him.

The first day of the second year of the Project this pupil-client (along with __________) caught a ride home from the Center. _________was dropped off at a point nearest his home. When ___________ reached home he staggered in (according to his mother) saying that he could not see. He spent approximately a week in the local hospital and his behavior was such that he was obnoxious to attending nurses. Authorities committed him to Bryce Hospital for observation. The extreme aggressiveness subsided. He was back in class within a six-weeks period. The report made to the teacher by the local physician stated that the siege of encephalitis left no apparent injury and he saw no reason that the individual would not function as well as before..

His attitude of resentment toward those who would be of help, his poor attendance record continued throughout the second year. He continuously pleads with the teacher to "see if there is a man who will take me to live with him and work for him." He wants security and coming out of a broken home he feels the need of male influence.

Form #11 (Continued)

Work experiences: Continued to help brother on paper route.
Job on own, sell papers at gate of Steel Plant.
Clean up store in neighborhood.
Load and unload tomato truck.
Clean chicken houses for poultry farmer.
Mow yards.

Excerpt from a memorandum for workshop: "This boy is receiving very little or no benefit from the shop tryouts and we feel that there would be little profit from his continuing in the shop part of the program."

At the final meeting this year, the Admissions and Dismissals Committee concurred with the workshop personnel. Copy of letter is attached.

Form #12

FINAL REPORT ON PUPIL-CLIENT

__________ joined the class from a regular 7th grade in mid-year of the first year of the Project. Nothing but good reports came from the workshop from the beginning to the end of his work.

The committee put this boy into Work Adjustment Center full time. During the first week in the new set-up, he withdrew on his own accord. A home visit showed that he felt that he already knew what they were having him do there. So he got a job with his father as helper with bulldozer operator.

Work experiences: This boy came to the class with a background of experiences with his father. He helped rebuild church building with blocks. He did carpentering, road work, farming patches of their own plus hiring out to the neighbors in farming, work on car. He helped clean up ground as a helper on a bulldozer.

His father was called back to his job at the Steel Plant. _______ left the bulldozer job because the boss talked bad to him. He also stated that he didn't like "stooping work." Since that time he had a half day of work in a mechanic shop in Jacksonville. He looked for work in a cotton mill in Piedmont, also for work at a tractor place in Piedmont. The boss was gone. The day of the teacher's visit, _________ had gone to look for work.

The teacher requested the mother to relay to him the fact that the work adjustment training center is open to him at anytime he needs it. The supervisor requested the teacher to send a letter the last week of school to request _______ to come in to see him.

The entire staff feel that this individual needs more training toward adjustment while _________ feels that he is ready to get work on his own already.

HUNTSVILLE EVALUATIVE PROCEDURE

Admissions and Dismissals. This committee or team serves as the screening and placement committee with the addition of representatives from the county and city school systems. Selection for the class is based upon psychological evaluation, medical examination, school records, social evaluation, and any other pertinent available information If there be a borderline case, admission is made only after careful evaluation and consideration by the committee.

Evaluation. Meetings are scheduled regularly for the first Monday afternoon of each month. Called meetings may be initiated by any member of the team if there be a need. At those meetings, each client is discussed as to progress, needs, and vocational prognosis. Discussions include data for each pupil-client based upon observation, evaluation, case history, and progress reports maintained by the teacher, workshop director, and rehabilitation counselor if there has been an occasion for the latter to do counseling. Each pupil-client's needs are established through those evaluations. The appropriate individual then assumes responsibility for meeting those needs, i.e., the teacher, vocational rehabilitation counselor, or workshop director. Designation of the individual who assumes immediate responsibility is based upon his/her experience, training, and available materials and supplies. Results from discussion and decisions made at each meeting are recorded. Each six weeks period the project teacher sends a written report to the parents or guardian of each pupil-client. That report is based upon evaluative observations in the areas of social adjustment, academic progress (tool subjects), personal habits and attitudes, and personality traits. Copies of that report are filed within the cumulative files of each pupil-client. In addition to evaluation of classroom experiences by the project teacher, that report further includes evaluations as to the pupil-client's participation within the evaluative workshop. That evaluation is based upon observation by the project teacher and workshop director.

The workshop director completes periodic written reports on each pupil-client. Summary reports also are made at the end of each semester. Copies of those reports are given to the rehabilitation counselor, copies filed in the workshop office, and copies are given to the project teacher for her files. Those reports are used by the rehabilitation counselor for appraisal and/or evaluation relative to job training and/or job placement. They also are used during monthly meetings for discussion of progress and needs of each pupil-client.

The specific contributions of the project teacher, rehabilitation counselor, and workshop director are outlined below. The teacher makes periodic reports Form #1, page 140 Form #2, page 140, Form #3, page 141, Form #4, page 141 , on each client in the following areas. Those are used for discussions at monthly meetings concerning definitely planned' techniques and activities to meet the needs of each pupil-client as indicated.

I. Personal Habits
    1. Good grooming
    2. Appearance

II. Attitudes and Personality Traits
    1. Toward authority
    2. Toward criticism
    3. Toward co-workers
    4. Self-confidence or self-reliance
    5. Obedience
    6. Shows respect for others
    7. Gets along with others
    8. Shows self-control
    9. Courteous
    10. Realizes his limitations

III. Work Habits
    1. Follows instructions
    2. Sticks to task until completed
    3. Gives up easily or has sustained effort
    4. Dependable
    5. Begins task on time
    6. Truthful and honest
    7. Works well with others
    8. Does best work at all times
    9. Obeys safety rules
    10. Puts tools away
    11. Listens well
    12. Muscular coordination
    13. Works independently and/or in groups

IV. Educational
    1. Reading level
    2. Arithmetic level
    3. Spelling level
    4. Grade completed in regular class
    5. Vocational interests or skills indicated

V. Physical
    1. Speech problems
    2. Any handicaps
    3. General Health

A social adjustment scale is used within the classroom for evaluation and planning by the teacher whereby deficiencies in that area may be ascertained and definite activities planned for improvement.

Scale: Never Sometimes Often

1. Listens well to directions
2. Begins work on time
3. Sticks to task until completed
4. Depends upon others
5. Is punctual
6. Is interested in room activities
7. Accepts responsibility for class conduct
8. Accepts responsibility for personal conduct
9. Has nervous habits or mannerisms
10. Assumes role of leadership
11. Brings personal problems to teacher or other personnel
12. Has evidence of many personal problems
13. Helps with planning learning activities
14. Adjusts to new situations
15. Wants to have own way
16. Accepts own level of attainment
17. Has good relations with teacher of special class
18. Has good relations with all personnel
19. Maintains adequate control of emotions.
20. Accepts placement with this class.
21. Has feelings of accomplishment
22. Is neat in appearance
23. Puts away materials when finished with them.
24. Accepts responsibility
25. Makes friends easily
26. Seems to be a happy individual
27. Prefers working alone
28. Is excessively timid or shy
29. Shows interest in all activities of group
30. Gives up easily
31. Is overly concerned with feelings of success
32. Has a sense of humor
33. Easily becomes frustrated.
34. Works well with others
35. Annoys others with whom he works
36. Has trouble making decisions

The rehabilitation counselor does the following:

1. Obtains additional psychological evaluations where the need is indicated
2. Obtains additional medicals - general and special if indicated
3. Provides medical and/or surgical treatment
4. Provides prosthetic appliances if needed
5. Obtains aptitude, interest and personality testing
6. Provides cost of tuition for vocational training and placement
7. Provides cost of tools, books, and training supplies
8. Provides personal and vocational counseling
9. Provides cost of transportation for training where necessary
10. Provides cost of room and board for training where necessary
11. Makes job placement
12. Provides follow-up on job contacts.

He works very closely with the project teacher and entire vocational evaluative staff in selection of a logical vocational objective so that the pupil-client may work to his fullest capacity. He completes Form #5, page 142, Form #6, page 144, Form #7, page 144, Form #8, page 146, and Form #9, page 147.

Each client spends two hours per day in the evaluation workshop. That continues for the first semester. At the end of the semester, evaluations are made in each area. Records are maintained for discussion by the team of evaluators. During the second semester, pupil-clients are kept for a longer period of time within the workshop to determine areas for further evaluations and/or to determine the best areas for a pupil-client's job potential. If it is decided during that lengthened evaluation period that the pupil-client can profit from a longer period of time in the classroom, that is effected.

Some areas of evaluation are not applicable to some of the pupil-clients due to sex of the individual, mental maturity, mental ability, readiness, and/or physical handicap. During the time spent in the workshop, reports that indicate progress and aptitudes are filed periodically by the workshop director.

The classroom teacher discusses each pupil-client with the workshop personnel at a definitely planned time each day. Those discussions center around progress, limitations, plans, habits, and skills.

Beginning in early 1963, a training program relative to "space industry" was initiated. Additional evaluations were facilitated by this addition.

The director of the workshop completes periodic written reports for each pupil-client. Form #10, page 148, Form #11, page 151, Form #12, page 151, Form #13, page 152, are examples. A summary report also is made at the end of each semester. Copies of those reports are given to the rehabilitation counselor, copies are filed in the workshop office and a copy is given to the project teacher for her files. Those reports are used by the counselor for appraisal and/or evaluation relative to job training and/or job placement. They also are used during the monthly meetings for discussion of progress and needs of each pupil-client.

Job Training and Placement. A pupil-client may be placed on a job or on job training when the team agrees that this is feasible. Careful follow-up is made by the rehabilitation counselor to determine if a pupil-client is fulfilling the duties of the job in a satisfactory manner. If he fails to function properly on a given one, he is returned to the project class and workshop for additional specific learnings and evaluations.

After a period of observation and evaluation, a pupil-client may be dropped if it is determined that he cannot profit sufficiently from further training or experiences to justify his remaining in the project class. A pupil-client may be considered a candidate for on-the-job training or training at one of the trade schools. In the case of such assignment for such additional training, he is replaced as a member of the project class from the waiting list of possible clients.

HUNTSVILLE EVALUATIVE PROCEDURE FORMS

Form #1

SPECIAL EDUCATION CLASS
HUNTSVILLE, Alabama

NAME ______________ __ ______________

PERIOD ENDING: January 31, 1963

DAYS ABSENT: 6

PROGRESS THIS MONTH		**QUALITY OF WORK**		**COOPERATION IN CLASS**	
Accelerated	( )	Excellent	( )	Cooperative	(x)
Average	(x)	Good	( )	Fairly Cooperative	( )
Slow	( )	Fair	(x)	Indifferent	( )
No Progress	( )	Poor	( )	Not cooperative	( )

PROGRESS IN ACADEMIC WORK

Reading	Good	( )	Fair	(x)	Poor	( )
Spelling	"	( )	"	(x)	"	( )
Language	"	( )	"	(x)	"	( )
Arithmetic	"	(x)	"	( )	"	( )
Social Studies	"	( )	"	(x)	"	( )
Health	"	( )	"	(x)	"	( )
Science	"	( )	"	(x)	"	( )

REMARKS: Mrs.__________

________ has shown an improvement in all his studies and has cooperated in all activities. He tends to depend to excess upon the teacher but I believe that he will develop more self-conficence. He is very polite and interested in all activities. He is doing good work in the shop.

Donnelle Ray
TEACHER

Form #2

EVALUATION OF CLIENTS -- R&D CLASS
March 31, 1963

________ ________ C.A. 15 M.A. 10-10

1. Reading: Level 3. Was on Level 5. Too difficult. Requires individual attention.

2. Spelling: Fair; does not study.

3. Language: Fair.

Form #2 (Continued)

4. Arithmetic: Level 4. Subtraction and addition good. Division by 1 digit. Multiplication through 5. Money exchange excellent.

5. Writing: Good

6. Art: Poor

7. Social Adjustment: Poor. Thinks people are against him. Picks on members of class. Feels that he is superior to class members.

8. Attitude: Bad--Discipline problem. Psychological. Needs help. Refuses to go on field trip, too juvenile.

9. Personal Traits: Neat, clean, bad teeth that need attention. Not prompt. Does not always listen. Tendency to lie to get out of situation. Tries to influence class members inhis way of thinking.

10. Performance of Tasks: If he likes job, will do an excellent one.

11. Cooking: Likes it but does not like to clean up kitchen. Sometimes thinks it is childish.

Form #3

I. PROGRESS MADE BY EACH CLIENT SINCE JANUARY 1, 1963

G. ______ ________ C.A. 15 M.A. 10-10 I.Q. 70

1. Reading: Level 3 from level 5. Fair but not frustrated as he was.
2. Spelling: Good if he studies.
3. Language: Fair.
4. Writing: Good
5. Arithmetic: Level 4. Very good. Multiplication through table 10. Addition and subtraction good. Unit study very good. Learns to use dictionary and phone directory. I recommend that he continue on Level 3 in reading and be placed on Level 5 in arithmetic for September.

Form #4

May 16, 1963

Mrs. _______ ______
3703 Eight Avenue, West
Huntsville, Alabama

Dear Mrs.__________:

As the time draws near for the closing of our school year, I would like to tell you of the progress _____ has made in the Classroom.

______ has studied several special units of study during the last eight weeks. The study on the "Use of Money," covered writing checks, making deposits, savings account and budget. The second special study covered the study of the Newspapers,

Form #4 (Continued)

making a scrapbook, and the study of reading, writing, spelling, and language connected with the Newspaper. The study of the telephone covered the same subjects along with the use of the telephone and the telephone directory. The present study is on "Manners" and for next few weeks will be the study of Alabama and other states.

______ has done well in all his subjects. The only difficulty that I have had with ______ is in his changing moods at different intervals which definitely affects his work. I trust that this problem can be met and ____ will realize that we are interested in him and in every way will try to help him.

In the shop______ has been doing some soldering, helped to install our sound proof testing room, some work in the yard, and drilled some printed circuit boards.

We plan to have a "Mothers' Tea" before the close of school, so I hope that you can come.

Sincerely yours,

Mrs. Donnelle Ray
Teacher

DR/FA

Form #5

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
VOCATIONAL REHABILITATION

Referred by School
Referral code 05
Date referred 9-2-62
Date interviewed 4-17-63
Date accepted 5-1-63

Name______ ______ Social Security No 412-60-9290

Address 3703 8th Avenue S.W., Huntsville Telephone 534-9504 (aunt employer)

County Madison A Directions to home______

Previously Rehabilitated No ______ (Date of closure) Date of birth 9-19-47 Age 15

Weight 142 Height 6-0 Sex M Race W Marital status S Ages of Dependents____

OASI Disability Ins. Status Code S Age of onset of disablement 0

Age when handicapped for work 16

Last grade completed 3 School Special Class Address Huntsville, Alabama

Other training none

Major disabling condition mental retardation, IQ 72 Code 20

Primary cause diseases Code 68

Secondary disabilities Dental cavities Code 12

Form #5 (Continued)

Source of support at acceptance:
Primary source Family
Code 01

Public Assistance:	At accept. or during rehab.	At Closure
A. Tot. monthly amt.	$ 0	$
Type		
OAA	1	1
AB	2	2
APTD	3	3
ADC	4	4
B. In other programs	$ 0	$

Work status:		
Wage or salaried worker:		
Competitive labor market	1	1
Sheltered workshop	2	2
Self-employed	3	3
State Agency Man. Bus Ent.	4	4
Homemaker(own home)	5	5
Unpaid family worker	6	6
Not working: Student	7 7	7
Other	8	8
Total earnings in 3 months before acceptance		$ 0

Mobility: (check one in ea. column)	At Acceptance
Housebound:	1
Capable of activity outside home	2
With help of other person	
Without help of other person	3 3

WORK HISTORY:	
Before onset of Disability	
Never worked	1 1
Worked regularly	2
Worked irregularly	3
After onset of Disability:	
Never worked	1 1
Worked regularly	2
Worked irregularly	3

VOCATIONAL FACTORS:

Vocational Choices: (1) Voc. Evaluation (2) Carpet Install. (3) Painter
Reasons for Choices: Related to abilities and impairment

EMPLOYMENT RECORD: List present Job First - If not working, list None first line.

Job	Employer and Address	From-To	Weekly Wage	Reason Left
Student in School				
None except odd jobs	after school hours and	during summer	(mainly painting)	

Efforts made to secure job None, needs special job placement

NEAREST OF KIN ______ REIationship Aunt Employed yes Occupation Main West Lawn School

References:
Name Dr. Address Huntsville, Alabama
Mrs. "
"
Mrs. Donnelle Ray "

REMARKS: Hobbies, Home Environment, Personality (optional)

Form #5 (Continued)

I agree to relieve the Vocational Rehabilitation Agency of any responsbility as to the outcome of any services or of any injuries occurring to me or my dependent while receiving services of the Agency. I hereby agree to the release of information relating to me or my dependent when necessary for Rehabilitation purposes.

______________________	/s/ ________ __________
Vocational Rehabilitation Representative	Applicant's Signature
	______________________
	Parent-Guardian Signature

Form #6

CASE PROGRESS REPORT

Name __________, ________	Previous Status 1	Present Status 1-A	Date 5-2-63
Address 3703-8th Avenue, S.W., Huntsville, Alabama		County Madison	Referral Source Special Class

This client is enrolled as a student client in the special classroom for the Upper Age Educable at the Rehabilitation Center in Huntsville. He is receiving academic instructions by Mrs. Donnelle Ray, instructor, as well as vocational evaluation services through the staff at the Rehabilitation Center. As a part of the services he is now receiving, the purpose is to further increase his academic level and at the same time to learn his vocational potential, provide vocational counseling and pre-vocational services for preparation of moving this client into a regular rehabilitation program at the proper time.

This client is certainly vocationally handicapped at this time because of conditions confronting him and he is in need of the services being carried on.

VRS is sustaining a part of the cost of the vocational evaluation services this client is receiving and is also providing some counseling along with the others mentioned above in his over all program.

Clinton Owens
cc: Mrs. Donnelle Ray: Mr. L. O. Dees

Form #7

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA

GENERAL BASIC MEDICAL EXAMINATION RECORD

Please send Report To:
Clinton Owens
316 Longwood Drive
Huntsville, Alabama

Section 1.

__________	__________	15	W	M	S x M __ W __ D __ Sep __
(last name)	(first name)	(age)	(race)	(sex)	(marital status)

3703 8th Avenue, S.W.	Huntsville	Madison	Alabama
(Home address:)	(city or town)	(County)	(State)

Usual occupation Student Description of last job Student in special class

Last time hospitalized never

Form #7 (Continued)

Last visit to physician 3-63 skin rash Dr. ____________, Huntsville, Ala

Is patient now under care of physician? No

Patient's statement of disabilities "In special classroom; dental caries"

HAS PATIENT SUFFERED FROM ANY OF THE FOLLOWING: (0=No X=Yes)

___Frequent headaches
x Difficulty with vision
___Difficulty with hearing
___Excessive fatigue
x Asthma or hay fever
___Unusual gain or loss of weight
___Persistent cought
___Pain in chest

___Shortnessof breath
___Fever or night sweats
___Loss of appetite
___Frequent indigestion
___Diarrhea or constipation
x Hemorrhoids
___Burning on urination
___Rheumatism

___Tuberculosis
___Convulsions or "fits
___Fractures
___Operations
___Accidents
___Hernia or "rupture"
___Varicose veins or ulcers

Signature of Rehabilitation Counselor /s/ Clinton Owens Date 4-17-63

Section II. PHYSICAL EXAMINATION.

Height 6 ft ___ in Weight 141 pounds Temperature 98.6 °F.

Eyes: Right Negative Left Negative
Distant vision: Withoutglasses R.20/25 1.20/30 With glasses R.20/___ L.20/___

Ears-Hearing: Right normal 20 feet Left normal 20 feet Other findings: R negative L negative

Nose: negative throat negative

Mouth Teeth, many cavaties and in very poor condition Neck negative

Lympathic System negative Breasts negative

Lungs: Right clear Left: clear

Circulatory System: Heart Negative
Blood Pressure Systolic Diastolic 110/70 Pulse rate 76 Dyspnoea neg Cyanosis neg Edema neg
Evidence of arteriosclerosis None

Abdomen Negative

Hernia None

Genito-Urinary and Gynecological Negative

Ano-Rectal Negative

Nervous System Negative

Form #7 (Continued)

Skin Clear Feet Negative Varicose Veins Legs-grade I

Orthopedic Impairments

Laboratory: Blood serologic test for syphilis-Date ______ Name of test ____ Result ______

Urinalysis: Date 4-28-63 Specific gravity 1.010 Reaction acid Albumen neg
Sugar neg

DIAGNOSIS: 1. Dental caries; unable to pass school work

Characteristics of Major Disability: Permanent X Temporary ____ Stable ____

Can the Major Disability be removed by treatment? Yes __ No X Substantially Reduced by Treatment? Yes __ No X

IN WHAT PHYSICAL ACTIVITIES AND WORKING CONDITIONS MAY PATIENT SAFELY ENGAGE? all

Recommendation:

no Is examination by specialist advisable for completeness of diagnosis or prognosis?
If so, specify which specialty ____________________
__ Refraction __ X-ray of chest __ Other diagnositc procedures- ________________
__ Hospitalization ________________
__ Treatment ________________

Remarks: Please use additional sheet for remarks and expansion of any of the above items. vocational training

Date 4-28-63

/s/ ____________________ M.D.

Huntsville, Alabama

Form #8

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY

Division of Rehabilitation
and Crippled Children
Vocational Rehabilitation

REHABILITATION PLAN

Describe in detail plans for rendering services, cost, persons and agencies responsible, time schedules, etc. If services are to be obtained without cost to Department , use YYY.

Name ____________________ Address 3703 8th Aven.S.W. Huntsville County Madison A

Disability Mental Retardation, I.Q. 72; dental caries Age 15

Employment Objective Vocational Evaluation

	Services Planned	Cost	Narrative
CS A	Diagnostic procedures.....	$300.00	CSA: Dr. ____________, family physician, will be authorized to provide general medical examination. Psychological information has been obtained
CS B	Surgery and treatment.....		
CS C	Prosthetic appliances.....		

Form #8 (Continued)

	Services Planned	Cost	Narrative
CS D	Hospitalization and convalescent care........		from Mental Health Clinic and Special Education Department, University of Alabama, at no cost. The Rehabilitation Center, Huntsville, will be authorized to provide more comprehensive services for this client while he is enrolled as a student client in the special classroom and the vocational evaluation department of the Rehabilitation Center. The services necessary will be as follows: Approximately six months tuition @$33.mo. Books and supplies @$3.50 Psychological testing approx. $25 Incidental evaluation fee approx $50 JUSTIFICATION This client is unemployed and will continue to be unemployed unless he can continue to improve his academic level and be fully vocationally evaluated as well as receive some pre-vocational services, vocational counseling and possible training; however, the extent and nature of the services necessary for this client's rehabilitation will not be known until he has received the services indicated in the evaluation plan. Client is eligible for special services.
CS E	Training and training materials................		
CS F	Maintenance and transportation...........		
CS G	Tools, equipment and licenses.................		
CS H	Other (Specify)..........		
SD 1	Small business enterprises a. Equipment............ b. Initial stock and supplies..............		
	Total....................	$300.00	

_____________________ Date 5-1-63
Signature, Counselor

_____________________ Date________
Signature, State Director

Form #9

CASE HISTORY NARRATIVE

NAME:____________________ ADDRESS: 3703 8th Avenue, S.W. COUNTY: Madison A
Huntsville, Alabama

I. REFERRAL INFORMATION:
This client was referred to VRS by local school system because of his need for further vocational services in addition to continued academic training.

II. HEALTH FACTORS:
The client's health is favorable except for dental work and possible visual examination. Client's major problem is that of mental retardation with full scale I.Q. of 72.

III. PERSONALITY FACTORS:
This client is somewhat an overgrown awkward boy. He is somewhat defensive in his attitude and he gives the impression of being a typical teen-ager that knows all the vices. He has been somewhat a disciplinary problem in the past because of his personality make up in that he is definitely known to be very resentful of authority, and particularly, resentful of the authority of women.

Form #9 (Continued)

IV. FAMILY, SOCIAL AND ECONOMIC FACTORS:
Client's father is deceased. The mother has had a definite problem with alcohol. The family is now completely separated. The client lives with an uncle that gets Old Age Assistance. The client is receiving $43.50 per month OASI, child benefits. There is one other brother and his mother. The economic factors, therefore, are extremely limited.

V. FACTORS RELATING TO EDUCATION AND WORK HISTORY:
Client has been in a non-graded classroom in special education. He is now reading at about level three and arithmetic at level four. His only work history has been that of odd jobs in and about the community after school hours and during the summer months.

VI. VOCATIONAL DIAGNOSIS AND PROGNOSIS:
The vocational diagnosis and prognosis have not yet been determined and cannot be determined until the client has had full vocational evaluation services along with continued academic training.

Clinton Owens, District Supervisor, VRS

CO:jr

Form #10

REHABILITATION CENTER FOR THE CRIPPLED
HUNTSVILLE, ALABAMA

DAILY REPORT OF CLIENT ACTIVITIES

CLIENT________________________ COUNTY______________ COUNSELOR______________

DATE ENTERED____________________ DATE TERMINATED______________________

I. INTRODUCTORY SKILLS:

Quality of Work   Performance Rate

- A. Arithmetic
- B. Measurement
  - 1. ______
  - 2. ______
  - 3. ______
- C. Manipulations
  - 1. Nuts & Bolts
  - 2. Color & Number
  - 3. Calendar
  - 4. ______
  - 5. ______
- D. Autobiography
- E. Eye Test
- F. Testing Program
  - 1. IPAT
  - 2. Ala. Emp. Service
  - 3. D.A.T. WAIS
  - 4. Achievement
- G. Cost Estimations
- H. G.E.D. Test

REMARKS:

Form #10 (Continued)

Quality of Work Performance

II. CLERICAL:
  A. Math
    1.________
    2.________
  B. Telephone Directory
      White Pages
      Yellow Pages
  C. Spelling
  D. Abbreviations
  E. Vocabulary
  F. Filing
    1. Alphabetical
    2. Numerical
  G. Typing
    1. Manual
    2. Electric
  H. Payroll Computation
  I. Record Keeping
  J. Correct Use of English
    1. Answering Want Ads
    2. Study Writing
    3. Describing a picture
  K. Mail Clerk
    1. Sorting
    2. Classification, weighing, & figuring postage
  L. Collating by Color
  M. Bookkeeping
  N. Checkbook Balancing
  O. Mail Ordering
  P. Use of Telephone
  Q. Use of Dictionary
  R. 10-Key Adding Maching
  S. Science Review

  Remarks:

III. SUB-PROFESSIONAL AND MANAGERIAL
  A. Business Enterprise:
    1. Sales Book
    2. Grocery Orders
    3. Change Making
    4. Record Keeping
    5. Maintenance and Cleanliness
    6. Personality and Attitudes
    7. Inventory and Stock Control
  B. ______________________
      ____

  Remarks:

IV. SKILLED AND SEMI-SKILLED
  A. Drafting
    1.________
    2.________
    3.________

Form #10 (Continued)

Quality of Work Performance Rate

- B. Machine Operation (Com)
- C. Seam Construction
- D. Sewing Project
- E. Measuring
    - 1. Fractional
    - 2. Feeler gages
    - 3.______________
- F. Woodwork
    - 1. Hand tools
    - 2. Power tools
    - 3. Laying out project
- G. Painting and Refinishing
- H. Mechanical
- I. Basic Electrical
    - 1. Extension Cord
    - 2. Splicing & Soldering
    - 3. Mockup wiring of a single pole switch
    - 4. Wiring Panel
    - 5. ________________
- J. Electronics
    - 1. ________________
    - 2. ________________
- K. Welding
    - 1. Working Drawing
    - 2. Torch Use
    - 3. Project
- L. Shop Math
- M. Package Wrapping
- N. Parts Clerk
- O. Bench Assembly
    - 1. Sorting
    - 2. Manipulations
    - 3. Use of Small Tools
- P. Crafts
    - 1. Leather
    - 2. Ceramics
    - 3. Caning
    - 4. Copper Enameling
    - 5. Artificial flowers
    - 6. Basketry
- Q. Sheet Metal
- R. Plumbing

V. SERVICE

- A. Janitorial
    - 1. Sweeping
    - 2. Mopping
    - 3. Waxing
    - 4. Buffing
    - 5. Rest Rooms
    - 6. Dusting & Furniture Care
- B. Kitchen
    - 1. Dishwashing
    - 2. Cooking

Form #10 (Continued)

Quality of Work Performance Rate

3. Meal planning
4. Serving
5. ____________

C. Laundry
   1. Washing
   2. Drying
   3. Ironing

D. Beautician
   1. Hair
   2. Nails

E. Nursing

F. Gardening & Grounds Keeping

G. Service Station
   1. Clean Windows
   2. Change Oil, Water, and Battery
   3. Check Tires
   4. Change Tires

Remarks:

Form #11

HUNTSVILLE REHABILITATION CENTER
VOCATIONAL EVALUATION DEPARTMENT

AREA Ceramics PROJECT Ash Tray

NAME [redacted]

1. Ability to follow instructions 3
2. Ability to work accurately 3
3. Interest 3
4. Neatness ____
5. Work Tolerance 3
6. Rate of Performance 3
7. Initiative & Ingenuity ____
8. Quality of Work 3

COMMENTS:

The client performed all the necessary steps in the making of an ash tray from its form in greenware until the completed project which consisted of the final cooking.

The quality of his work was average. He could pay more attention to detail work and improved on the quality of this project.

EVALUATOR L. O. Dees

Form #12

HUNTSVILLE REHABILITATION CENTER
VOCATIONAL EVALUATION DEPARTMENT

AREA Painting and Refinishing PROJECT Desk, Table and Teacher's Desk

NAME [redacted]

Form #12 (Continued)

1. Ability to follow instructions 3
2. Ability to work accurately 3
3. Interest 2
4. Neatness
5. Work Tolerance 2
6. Rate of Performance
7. Initiative & Ingenuity
8. Quality of Work 2

COMMENTS:

The client demonstrated the ability to sand the desk top and perform all the operations necessary in painting.

EVALUATOR L. O. Dees

Form #13

HUNTSVILLE REHABILITATION CENTER
VOCATIONAL EVALUATION DEPARTMENT

AREA Clerical PROJECT Ten-Key Adding Machine

NAME

1. Ability to follow instructions 3
2. Ability to work accurately 2
3. Interest
4. Neatness
5. Work Tolerance
6. Rate of Performance 3
7. Initiative & Ingenuity
8. Quality of Work 4

COMMENTS:

The client performed all the necessary tasks in using the adding machine, but he found difficulty in doing some of the work. He did not demonstrate as much interest in this area as some of the other areas that he had been working in.

EVALUATOR L. O. Dees

Form #14

HUNTSVILLE REHABILITATION CENTER
VOCATIONAL EVALUATION DEPARTMENT

AREA Business Enterprise PROJECT Change Making

NAME

1. Ability to follow instructions 3
2. Ability to work accurately 3
3. Interest 3
4. Neatness
5. Work Tolerance
6. Rate of Performance 3
7. Initiative & Ingenuity
8. Quality of Work 2

COMMENTS:

The client was able to perform all the necessary tasks in change making, and he did the project quite well. He demonstrated interest and the neatness in his work was very good.

EVALUATOR L. O. Dees

Form #15

HUNTSVILLE REHABILITATION CENTER
VOCATIONAL EVALUATION DEPARTMENT

AREA Clerical PROJECT Telephone Directory

NAME

1. Ability to follow instructions 3
2. Ability to work accurately 3
3. Interest 3
4. Neatness
5. Work Tolerance
6. Rate of Performance 3
7. Initiative & Ingenuity
8. Quality of Work 3

COMMENTS:

The client performed the tasks of looking up names in the Telephone Directory, and his quality of work was above average. Hisperformance rate was average or slightly below average, and the client did demonstrate his ability to use the telephone directory.

EVALUATOR

Form #16

HUNTSVILLE REHABILITATION CENTER
VOCATIONAL EVALUATION DEPARTMENT

AREA Collating by color PROJECT Sorting

NAME ------------------

1. Ability to follow instructions 3
2. Ability to work accurately 3
3. Interest
4. Neatness
5. Work Tolerance
6. Rate of Performance 4
7. Initiative & Ingenuity
8. Quality of Work 4

COMMENTS:

In this project the client had to separate sheets of paper of various colors and put them in a booklet form, staple the project together, and was timed throughout the process. This was a project to see how fast the client could separate the colors and combine them in a booklet. Then in return he had to separate the booklets and put them back in the form they were in when he received them.

His overall quality of work in this area was above average.

EVALUATOR Elizabeth White (Mrs.)

Form #17

December 19, 1960

MEMORANDUM

To: Mr. Clinton Owens

From: Evaluation Team
L. O. Dees, Director

Re: ________, ________
Madison County

Form #17 (Continued)

__________ entered the Huntsville Rehabilitation Center on October 14, 1960 and was terminated December 14, 1960. He was in attendance for eight full weeks, and during this time was present everyday. For several days he was the only client enrolled in the Evaluative Department; therefore, a great amount of individual attention was given to him. He, being the first client to go through the Evaluation Center, went through almost every area. However, it was felt that from the beginning this client may not do well in all the areas that were available to him.

His attitude toward the program was very good. When he came in in the mornings he came in with a smile and in a mood of readiness when he arrived at the Center. As was stated earlier, his attendance was perfect and was always on time.

This client came well dressed, properly, groomed, and in talking with him it was soon evident that he had a good home environment or good home training in that his manners were very good.

WORK AREAS:

1. Clerical:
    a. Basic and business arithmetic. Was below average in quality of work and below average in performance rate. In the business arithmetic area he rated inferior in that he could not work with the fractions and per cent.

    b. Filing. This client could separate the cards according to the a, b, c,'s but when it came to getting them in correct order in their particular letter this client rated below average in performance and below average in quality.

    c. Use of a telephone directory. This client rated average in the quality of work in the telephone in that he had to look up fifty names and these were looked up correctly and his performance rate was very much below average and it took him one whole day to look up those fifty names.

    d. The electric adding machine. This client did very good in this area and with some basic instruction this client was able to add, subtract, and multiply. However, this client did not gain too much speed in that he did not stay on the machine long enough. However, he did rate average in this area.

    e. Change making. This was one of his better areas of evaluation in that he could count money. He was given the opportunity of making change and counting it back to the instructor. This was correct in most instances but was a little slower than that necessary to work in such an area. However, by the use of the adding machine in connection with making change this client could do it at a rate that would be equivalent to the average individual so we gave him a rating of average in change making with below average in performance rate.

2. Sub-Professional and Managerial:
    a. Business Enterprise. This client was given a great amount of attention in this area in that several evaluations were to take place in this area. He was put in charge of the little business enterprise at the Center where he had to keep the drinks, ice cream, and the store straightened up. He also had to sell at the recess and lunch hour and make change in this. Also, he had to fill orders on a sales book and give correct change as indicated in the project. This client rated average in the areas of business enterprise.

Form #17 (Continued)

3. Skilled and Semi-Skilled:
   a. Measuring (ruler): This client rated an inferior on the use of the ruler in that he was not able to determine the different break downs on the ruler and in measurement. It was felt that this inability would affect him in a good many areas of which he would be taking part.

   b. Woodworking (handtools): This client was evaluated in the area of use of the square, saw, coping saw, hammer and nails. He never really understood the use of the square. In the first place, he couldn't use the rule of which he had been evaluated in an earlier area. With considerable difficulty he was able to square boards then when he came to the sawing process he definitely could not follow a line and then the board could be cut at an angle rather than square as should have been according to the square. In the use of the hammer he rated very well. This client was given several patterns to cut out with the use of the coping saw hoping that eventually he could get on the power scroll saw but this client could not master the hand saw, therefore, we hesitated putting him on the other saw which would be more dangerous.

   c. Machine operation: This client was evaluated on the industrial type machine in that he had to follow various patterns as was marked on paper. This client was given an opportunity to practice before starting the actual evaluation. In following straight lines this client seemed to do very well but when he got into the more complicated patterns then this client rated inferior. Over all in the machine operation the client rated below average.

   d. Mechanics: This client rated inferior in mechanical evaluation. He broke down a gas lawm mower motor and was never able to get it back together. He could not remember the name of parts after they were discussed and pointed out and reviewed with him.

   e. In package wrapping department: This client rated below average in quality of work and average in performance rate. He could wrap the packages very well but was not neat. The paper was not too tight; however, he could address the package. He had trouble with the weighing and figuring postage on his package.

   f. Plumbing: This was the client's better area in that he could cut the pipe, ream the pipe, thread the pipe, and he could do everything step by step according to the plan with the exception of measuring again. So long as the measurement happened to be in full inches this client in most instances could do this but when it came to breaking the inches down this client could not touch them at all. He did master the threading device in that he had to change heads to fit the various size pipes. This he could do very well. We thought this was one of his over all better areas of the entire evaluation, with the exception of measurement.

4. Service:
   a. Janitorial: This client was evaluated in the area of sweeping and general clean-up. Part of this was in the evaluation area and the other was in the shop area itself. This client did a good quality of work in this area and his performance rate was very good. Another area that this went along with was in the area of Service Station Attendant in that he washed windshields, checked oil, batteries, etc. However, he did not seem to like this and his cleaning of the windshields was not good. This client liked the vacuum cleaner better than any other instrument in this area.

Form #17 (Continued)

PHYSICAL: This client is not handicapped physically in the least bit. He is very strong and has good dexterity so long as there is not too much thinking or too many movements involved. His physical abilities certainly will not hinder him in performing any job that he can get. It is thought that his farm background might have something to do with this good strength that this client has.

PSYCHOLOGICAL: It was agreed by this team that the psychological information received on this client seemed to be in line with our thinking here. He is definitely mentally retarded but educable which was indicated in the Weschler Bellvue Adult Intelligence Scale. On the wide range achievement test we scored an average of about fourth grade, second month. This would certainly go along with his I.Q. rating in the other psychological ratings that he has received. It is felt that what this client does learn stays with him fairly well. It is believed that this client works to the very best of his abilities at all times, though his attention span is not as long as might be expected. This may handicap this client in a number of ways by the short attention span. This client likes to play or work with machines thathave working parts, such as an electric typewriter, adding machine, sewing machine, and vacuum cleaner. This would also relate to his mental age level.

SUMMARY AND CONCLUSIONS:

1. This client was always neat and clean in appearance, always prompt, and on time. He seems eager to get started in the morning and usually started back to work before the lunch hour was over.

2. It is felt that this client does work to the best of his ability.

3. It seems that he works better under the direct supervision of someone else than being left to manage on his own.

4. His attention span is not very long but it is felt that this goes along with his mental age.

5. This client does not take much pride in his finished product. He seems to be in a hurry to complete whatever project he is working on rather than trying to do a real good job with the finished product. However, he does take constructive criticism well and tries to do a better job after being pointed out that he has made a mistake or could do better if he would try a little bit harder.

6. He does have good use of his hands and certainly there is nothing lacking in his physical abilities, so long as the process is not too complicated, this client can perform them at a good rate.

RECOMMENDATIONS:

1. That this client obtain employment of such type that he will work directly under someone else's provision, and a type of work that is active and one that has a variety of movements rather than just repetition of the same movement. Some examples of this work would be as follows: a. working on a drink truck, b. bread truck, and c. other areas of that type as a helper.

2. A package boy in a grocery store, one who could carry out the groceries, and also would make a very good stock boy in that he does this type work neat and has the strength necessary to perform this duty.

Form #17 (Continued)

3. Farm work would be very good for this client in that he has the physical abilities and so long as he worked under the supervision of someone else could perform any task on the farm. It is believed that he already knows quite a bit about farming in that he has been brought up on a farm.

4. Some type of work that does not require any complicated procedure but that does offer a variety of job situations.

5. It is felt that maybe an on-the-job training in any number of the areas above would point out more clearly just which would be better for this individual.

JASPER EVALUATIVE PROCEDURE

Admissions and Dismissals. The Admissions and Dismissals Committee for this project class is composed of the Superintendent, Walker County Schools, Superintendent, Jasper City Schools, Chairman, Industrial Missions Center for the Handicapped, Workshop Manager, Rehabilitation Counselor, Project Class Teacher, and members of the board of the facility. They meet the first Wednesday of each month to discuss potential pupil-clients, pupil-client problems and progress, and pupil-client evaluations. Those discussions are based upon data in evaluations supplied by the project teacher, workshop manager, rehabilitation counselor, and any other member of the committee.

Admission to the project class is based upon data contained in medical evaluations, psychological evaluations, school records, and any other pertinent information. Social adjustment and vocational potential are carefully considered prior to acceptance of a potential pupil-client. Dismissal is based upon lack of interest, continued absenteeism, evaluations which indicate that the client no longer can profit from classroom and workshop experiences, psychological problems which prove to be a further handicapping condition for a pupil-client or which would be detrimental to other pupil-clients.

Home visitation by the rehabilitation counselor and project class teacher is made prior to acceptance of a pupil-client. Parents of each potential pupil-client are interviewed by the rehabilitation counselor and project class teacher and information obtained from that interview is recorded and filed within the pupil-client's cumulative record folder and copies are given to the rehabilitation counselor and workshop manager.

Referrals are accepted from principals of local city and county schools, teachers of special classes, rehabilitation counselor, juvenile authorities, social welfare workers, and any other interested voluntary or public agency or individual.

Evaluation. Personal, social, and vocational evaluations which consider work habits and skills constantly are in process by the project teacher. Form #1, page 159 , is an example of anecdotal records kept by that teacher. An evaluation form, Form #2, page 160, is completed by the project teacher, based upon observations within the project class and workshop. The workshop director also Form #2 and his evaluations are based upon observations of activities within the workshop. Use of an identical evaluation form by both the workshop manager and project teacher serves as a parallel or deviation evaluation. The Jasper teacher works very closely with the workshop manager in evaluating pupil-clients as to workshop habits and skills. Form #3, page 160, is used for that evaluation. The workshop director makes periodic evaluations on each pupil-client using Form #4, page 161 , and Form #5, page 162 , Copies of each evaluation made by the project teacher and workshop manager are filed within the client's record folder, with the workshop director, and by the rehabilitation counselor. Form #6, page 163 , is a copy of a report which the project teacher submits to the parents each six weeks. That report includes subjective comments as well as an objective check form of evaluation. Copies of that report also are filed within each pupil-client's records.

Caning, furniture refinishing, furniture upholstering, sewing, crate repair, and spray painting, are used for evaluation and job training within the workshop. Limitation with the physical plant and non-availability of instructors other than the workshop manager requires that the teacher assist in the evaluation of work experiences for the pupil-clients.

The first Wednesday of each month is the regularly scheduled meeting for the committee composed of the project teacher, workshop manager, and rehabilitation counselor, at that meeting specific problems are discussed, project reports and additional planning for job placement and training are discussed. Case progress reports are made periodically by the rehabilitation counselor. Those reports are based upon evaluative data furnished by the project teacher and workshop manager as well as information obtained from parental interviews. Form #7, page 164, Form #8, page 164, and Form #9, page 164, are used for those reports. That local committee also makes recommendations to the Admissions and Dismissals Committee whenit becomes apparent that a pupil-client should be considered for dismissal from the project class.

Job Training and Placement. The Jasper-Walker County geographic area has experienced a drastic curtailment of work opportunities within recent months. That curtailment has resulted in almost insurmountable difficulties for personnel in locating situations for job training and job placement for Research and Demonstration Project pupil-clients. The rehabilitation counselor, project teacher, and workshop manager, as a sub-committee, constantly are alert for job opportunities. When it is decided that a pupil-client is ready for job training or placement within a job situation, a complete evaluation is made by the sub-committee which includes the rehabilitation counselor. He in turn assumes responsibility for the actual job placement and for follow-up evaluations with the employer. If it be decided that a pupil-client needs additional experiences within the project class and/or workshop the sub-committee makes a projection as to the amount of time the pupil-client is to spend in each of the two possible settings. It should be noted that a pupil-client may be assigned to the workshop for varying periods of time. It is possible for a pupil-client to be an employee of the workshop, per se. Transportation is available for a pupil-client to attend a nearby vocational and technical trade school; however, basic requirements must be met. Initial decisions are made by the sub-committee with final approval being made by the Admissions and Dismissals Committee.

Counseling. The project class teacher initiated the formulation of a parent group for this project class. Parents meet monthly to discuss mutual problems, individu problems, and needs and desires in the areas of vocational objectives. Guest speakers often are asked to meet with parents to stimulate, inform, and guide them in all areas of personsl, social, and vocational adequacy. That group has received appreciably above average acceptance by the parents and it has served a particular need in that situation due to the fact that the parents do not affiliate with local parent-teacher groups. A continuous counseling process is carried on by the project class teacher and the rehabilitation counselor, both with pupil-clients and their parents or guardians. Parental contact is made through home visitation, telephone conversations, and interviews within the workshop or classroom.

JASPER EVALUATIVE PROCEDURE FORMS

Form #1

Name____Teacher____________________

Date: September 14, 1962

________seems to be somewhat better adjusted than last year. He is more willing to attend school. He accepts the older boys whereas prior to this time, he preferred his friends to be younger children. His attention span is still very short. He continues to tease or annoy the other pupil clients.

Date: October 15, 1962

_________ and ________ had a fight today while playing softball. _____ was very proud of the fact that it was a "stand-off" bout until I interferred. This trouble resulted from ______'s constant annoyance of ________.

Date: November 26, 1962

The newest addition to the class, __________, seems to like ____ and this feeling is mutual. The former assists _____ with all tasks, often, doing the actual work for him. _____ related to me that he did not like shop activities and doesn't want to participate in any shop work or evaluations. ______ constantly annoys the other clients in the workshop.

Date: December 1, 1962

The workshop manager reported at a committee meeting that he felt that _____ showed no vocational potential, would not obey rules, continued to annoy the clients and he recommended that _______be relieved of all shop responsibilities.

Date: February 3, 1963

After an absence of a week due to illness, _______ stated that he did not wish to return to school but his parents forced him to do so. This attitude is evident in all classroom activities - no interest whatso ever.

Date: April 15, 1963

_____ continues to select library books that are completely beyond his reading ability, i.e., medicine, foreign languages, engineering, etc. His vocational plans continue to be unrealistic...doctor, engineer, etc. His parents adopt this same unrealisitc attitude and make him promises as to money, a wife, and a business... a sort of "fairy tale" situation. The parents purchased a new automobile and a cabin cruiser FOR HIM. His clothes are the "Esquire" type.

Date: May 1, 1963

______ continues to masturbate in class a continuance from previously established habits in school (the record showed this). The other pupil clients often attempt to get him to cease this offensive behavior. Counseling in this area has been ineffective. The parents refuse to accept this behavior in their child.

Form #2

WORKSHOP PUPIL-CLIENT PROGRESS REPORT

Name________________________________Date_____________Evaluator_________________________

Scale: 1 - Excellent   2 - Good   3 - Fair   4 - Poor

A. Personal Habits
____1. Appearance
____2. Good grooming, cleanliness, etc.

B. Attitudes and Personality Traits
____1. Toward authority
____2. Toward criticism
____3. Toward co-workers
____4. Self-confidence
____5. Obedience
____6. Shows respect for others
____7. Gets along with others
____8. Shows self-control
____9. Courteous
____10. Realizes his limitations

C. Work Habits
____1. Follows instructions
____2. Sticks to task until completion
____3. Gives up easily or has sustained effort
____4. Dependable
____5. Begins task on time
____6. Truthful and honest
____7. Works well with others
____8. Does best work at all times
____9. Obeys safety rules
____10. Puts tools away
____11. Listens well
____12. Muscular coordination
____13. Works independently and/or in groups

D. Educational
____1. Reading level
____2. Arithmetic level
____3. Spelling level
____4. Grade completed in regular classes
____5. Vocational interests or skills indicated

E. Physical
____1. Speech (if an impairment)
____2. Any handicaps
____3. General health

Form #3

Check-sheet Teacher makes in observing pupil-clients in Workshop

Scale of rating: 1-never   2-occasionally   3-generally   4-always

1. Pupil relates classroom activities to particular task in workshop.   1 2 3 4

2. Pupil shows recall values in task performance.   1 2 3 4

Form #3

3. Student displays interest in what he is doing. 1 2 3 4

4. Student works well under observation 1 2 3 4

5. Student works well with others. 1 2 3 4

6. Demonstrates a cooperative attitude. 1 2 3 4

7. Prefers to work alone. 1 2 3 4

8. Prefers to work with others. 1 2 3 4

9. Skills gained in workshop related to classroom activities. 1 2 3 4

10. Ability to explain what he is doing intelligently. 1 2 3 4

11. Appears to become easily frustrated. 1 2 3 4

12. Sustained attention. 1 2 3 4

13. "Clock Watches." 1 2 3 4

14. Shows evidence of self-confidence. 1 2 3 4

15. Current task equal to ability. 1 2 3 4

16. Student appears to have adequate supervision. 1 2 3 4

Student____ Date____________________

Form #4

Report of individual pupil-client to classroom teacher from facility manager.

Student____ Date____________________

Scale of rating: 1-never 2-occasionally 3-generally 4-always

1. Arrives at workshop on time. 1 2 3 4
2. Begins work immediately. 1 2 3 4
3. Resumes work on unfinished task. 1 2 3 4
4. Waits until Instructor tells him to proceed. 1 2 3 4
5. Listens to directions. 1 2 3 4
6. Proceeds without directions haphazardly. 1 2 3 4
7. Follows instruction. 1 2 3 4
8. Asks additional directions from Instructor. 1 2 3 4
9. Asks additional directions from other clients. 1 2 3 4
10. Sticks to task at hand. 1 2 3 4
11. Idles away time. 1 2 3 4
12. Disturbs others in Workshop. 1 2 3 4
13. Gets along with other pupil-clients. 1 2 3 4
14. Gets along with other clients. 1 2 3 4
15. Exhibits self-control. 1 2 3 4

Form #4 (Continued)

16. Looses interest in task before completion. 1 2 3 4
17. Takes pride in work. 1 2 3 4
18. Utilizes materials and supplies. 1 2 3 4
19. Practices good safety habits. 1 2 3 4
20. Motor abilities impede progress. 1 2 3 4
21. Accepts criticism creditably 1 2 3 4
22. Seeks advise from Instructor in personal matters. 1 2 3 4

Explain any other information pertinent to client below.

Form #5

State of Alabama
DEPARTMENT OF EDUCATION
Montgomery

Division of Rehabilitation
and Crippled Children

TRAINING PROGRESS REPORT

1. Name of Trainee______________ ______________ Month ending 1-31 19 63

2. Job Objective of Trainee Evaluation

3. How Many Days Absent This Month?__________ Why?__________

4. How Many Times Tardy?__________ Why?__________

5. Progress This Month	6. Quality of Work	7. Cooperation in Training
Accelerated......____	Excellent.....____	Cooperative.........x
Average..........____	Good..........____	Fairly cooperative..____
Slow.............x	Fair..........x	Indifferent.........____
No progress......____	Poor..........____	Not cooperative.....____

8. Difficulties
Learning subject matter slow
Handling tools of machines fair
Speed good
Accuracy fair
Following instructions fair

Other difficulties:
With disability__________
With appliance__________
With general health good
Other (describe__________

9. Subjects or Operations This Month - With Grades

Subjects or operations	Grade or rating	Subjects or operations	Grade or ratir
Chair caning	good		

10. Has trainee begun to earn a wage?__________ If so, how much?__________

11. In your opinion, is this the kind of training for which the man is best suited?
______ is slow to learn but when he masters anything he does a good job. I had him caning chairs and after two days he had mastered caning, and can do a nice job. I think that he can train in most any field that we have to give him in the shop.

Form #6

NAME ______________________________

Check list for Social Adjustment

Scale: 1- Never 2-Seldom 3-Occasionally 4-Generally 5-Always

1. 5 Listens to directions
2. 4 Begins work on time
3. 4 Sticksto task until completed
4. 2 Depends upon others
5. 5 Is punctual
6. 5 Is interested in room activities.
7. 4 Accepts responsibility for class conduct
8. 5 Accepts responsibility for personal conduct
9. 1 Has nervous habits or mannerisms
10. 3 Assumes role of leadership
11. 2 Brings personal problems to the teacher
12. 2 Has evidence of many personal problems
13. 4 Helps with planning learning activities
14. 4 Adjusts to new situations
15. 1 Wants to have own way
16. 4 Accepts own level of attainment
17. 5 Has good relations with teacher of special class
18. 5 Has good relations with Workshop personnel
19. 5 Has acceptable behavior in other class activities
20. 5 Maintains adequate control of emotions
21. 1 Resents being special class
22. 4 Has feelings of accomplishment
23. 2 Puts away material when finished with them.
24. 3 Accepts responsibility
25. 4 Makes friends easily
26. 4 Seems to be a happy individual
27. 3 Prefers working alone.
28. 1 Is excessively timid or shy
29. 4 Shows interest in all activities
30. 1 Tends to depend to excess upon teacher
31. 1 Gives up easily
32. 2 Is overly concerned with marks or grades.
33. 4 Has a sense of humor
34. 5 Is accepted by the group
35. 2 Becomes frustrated easily
36. 4 Works well with others
37. 2 Annoys others in class
38. 2 Has trouble making decisions
39. 2 Handles materials and supplies with care
40. 5 Attendance good.

Comments This report on ________ _______ is inadequate, of course. There are many things that are not touched upon; however, we feel that he is making progress in these areas as well as in his basic subjects.

_______________ Date

Jackie Pierce Teacher

Form #7

CASE PROGRESS REPORT

Name ________, ________ ________	Previous Status 1	Present status 1	Date 5-3-63
Address Gorgas, Alabama		County Walker	Referral Relatives

Client has been in the special class project all of this school year. He has grown rapidly in physical status. Along with his growth, he has become more of a problem. The special class teacher has found it impossible to controlhim. He picks on the other students and when one of them returns the physical contacts, he reports the incident to his mother, who believes the client instead of the teacher. It is counselor's opinion that this client will need to remain at home another one or two years before he is reconsidered from a vocational point. It has been decided by the screening committee that he will not be returned tothe special class project for the 1963-64 school term.

IJP/js

Form #8

CASE PROGRESS REPORT

Name ________, ________ ________	Previous Status	Present Status 1	Date 2-19-62
Address Gorgas, Alabama		County Walker	Referral Relatives

This fifteen year old, white male came to the attention of the the agency through his mother who was familiar with services of the agency. She came requesting that he be considered in the special class project for the upper age mentally retarded. Psychological testing revealed an IQ of 58 on the Wechsler Adult Intelligence Scale. This places him intellectually at the bottom of the educable range of mentally retarded persons. Other phases of the testing show a substantial degree of dependency and immaturity, which is thought to be a result of over indulgence by the mother.Vocationally, there are some unfavorable view points in the psychologists opinion; however, reference contacts in the community verify that this boy has been given some responsibility and does do some things indicating that he might have some vocational potential. He is also able to get along with the children in his regular class fairly well. Therefore, it appears that he should be given a chance to be evaluated in the special classproject. We have no plans at the present time for initiating a vocational program but do plan totry to work out such a program if the evaluation in the special class shows that he has some vocational potential.

IJP/js

Form #9

CASE PROGRESS REPORT

Name ________, ________ ________	Previous Status 1	Present Status 1	Date 8-22-62
Gorgas, Alabama		County Walker	Referral Relatives

This boy made some progress in the special class project and it is planned that he will again attend this class during the next school year, which will begin September 4, 1962.

IJP/js

MONTGOMERY EVALUATIVE PROCEDURE

Admissions and Dismissals. The Admissions and Dismissals Committee is composed of the Administrator, Montgomery Children's Center, Psychologist, Diagnostic and Guidance Center, Montgomery Children's Center, Attendance Supervisor, Montgomery County Schools, Vocational Rehabilitation Counselor, Project Class Teacher, and Workshop Director. The fourth Thursday of each month is scheduled for the meeting of this committee. Called meetings may be held when there is a need. The Committee functions as a whole with no elected chairman and minutes are kept by the administrator. The stated purposes of those meetings are to discuss each pupil-client in terms of his problems, progress, and future goals...personal, social, and vocational. Discussions are based on reports from the project teacher, shop director, and psychologist. Form #1, page 168, is an example of minutes maintained at the committee meeting.

Each referral for this project class is made from a previously established class within the Montgomery Children's Center. A specific class is designated for mentally retarded youths with chronological ages within the 13-16 range. That class is the only class for the upper-age mentally retarded within the Montgomery County School System, therefore, all referrals are made from that one source. When the decision is made by the evaluative team that a potential client may profit from the project class, he is referred for placement. Referrals for the previously noted special class come from Montgomery County School System, therefore, all referrals are made from that one source. When the decision is made by the evaluative team that a potential client may profit from the project class, he is referred for placement. Referrals for the previously noted special class come from Montgomery County Principals, Vocational Rehabilitation, Superintendent of Schools, Welfare Department, and from interested and informed lay individuals.

Admission into the project class is based upon the deliberations of the committee with the following criteria considered: (1) psychological evaluation, (2) medical evaluation, (3) social, physical, and vocational background, (4) school records, (5) work experience, (6) interests of the potential client and of his or her family, (7) academic level, and (8) chronological age. All data obtained by any contributing member of the committee are filed in the administrator's office and a copy is filed within the records maintained by the project teacher. A pupil-client is admitted to the project after evaluation and unanimous approval by each member of the committee.

In addition to consideration of potential pupil-clients, progress reports are presented by the teacher and the workshop director. Those reports are made cooperatively and are based upon workshop and classroom experiences. Monthly progress reports are filed within the pupil-client's records as maintained by the administrator and rehabilitation counselor. Prior to placement of a pupil-client within the project class particular consideration is given to the vocational potential of that individual.

The same committee functions in making the decision to dismiss any pupil-client. Some considerations resulting in the dismissal of a pupil-client are attendance, marriage, progress, interests, test results, ability to function within the workshop and classroom, and the general attitude of the young pupil-client and his or her parents. Dismissal is not considered prior to counseling with the pupil-client and his or her family. A special report form, Form #2, page 169, is used to refer a pupil-client for special attention from the committee.

Evaluation. Continuous daily evaluation is maintained both within the project class and within the workshop. Those evaluations are carried out by the workshop director (instructor) and the project teacher. That process is completely cooperative in that the workshop manager evaluates within the project class and the project teacher instructs within the workshop. Such procedure is feasible due to the fact that the workshop is adjacent to the project classroom, and is concerned primarily with the work experiences and evaluations of only the pupil-clients of the Research and Demonstration Project. The project teacher and workshop director develop units in classroom activities as well as actual work experiences in the workshop.

Guide lines used for those evaluations are:

1. Pupil-client evaluation
    a. pupil-client adjustment
    b. social maturity
    c. emotional maturity
    d. pupil progress in terms of academic achievement
2. Time
    a. time in shop
    b. time in class
    c. methods used to determine time spent in each area based upon individual differences and individual needs
    d. interest span
3. Curriculum evaluation
    a. Does curriculum meet needs of each client?
    b. Is program flexible?
    c. Is curribulum adequate?
    d. Is curriculum stimulating and motivating?
4. Evaluation of materials and methods
    a. Adequacy
    b. motivating
    c. stimulating
    d. meet social developmental needs
    e. geared to individuals functional level
    f. provide for follow through

Progress reports are made cooperatively by the project teacher and workshop director. Those reports are based upon observations and discussions of activities available within the project classroom and workshop. Form #3, page 170, is used for that evaluation. A further evaluation takes into consideration the abilities of the pupil-client his attitudes, stability, work skills and habits, attendance, "stick-ability," personal adjustment and social adjustment. Emotional maturity, social maturity, and physical coordination leading to vocational skills also are considered. those evaluations are made on Form #4, page 170, Adjustment Rating Sheet. Evaluations of that type are made three times each school year. Each pupil-client's abilities in occupational and vocational areas also are evaluated. Work assessment areas within the workshop include (1) tilesetting, (2) furniture repair, (3) furniture refinishing, (4) woodwork construction-what-nots, letter holders, spoon racks, spice racks, jewelry boxes, (5) small motor repair, (6) horticultural activities - operation of greenhouse and garden, (7) operation of store, (8) sewing, and (9) upholstering. A progress report is completed by the workshop director at the termination of each work evaluation. Form #5, page 172 , is an example.

A report card is sent to the parents or guardians each six weeks by the project teacher. Activities of the given pupil-client, both in the project classroom and workshop are reported. That report also includes social, academic, and vocational progress as well as therapy reports where therapy has been administered. A copy of that report also is filed within the pupil-client's record file.

Job Training and Placement. Job training procedes within the framework of the local school plant with particular emphasis given to janitorial, lunchroom, and bus duties. Experiences also are provided in buying, selling, checking, and storing within a concession stand. Pupil-clients are placed as part-time or full-time employees within the school lunchroom as waitresses, dishwashers, and cooks. They also may serve on bus duty. Eavaluations for such activities are made by the lunchroom supervisor, custodian, or bus supervisor. Copies of those evaluations are filed within the pupil-client's records, within the file maintained by the administrator and within the file maintained by the rehabilitation counselor. Job placements are made by the shop director under the supervision of the rehabilitation counselor as well as by the rehabilitation counselor himself. No pupil-client is placed on a job without prior discussion and evaluation by the Admissions and Dismissals Committee. Decision to place a pupil-client in job training or within a job setting is preceded by thorough evaluations based upon workshop and classroom project reports and evaluations. Contacts with the pupil-clients employer are made by the workshop director and rehabilitation counselor. Periodic reporting is done on Form #6, page 172, with copies filed with the project teacher, administrator, and rehabilitation counselor.

Counseling. As a part of the total program of the Montgomery Children's School, parental counseling is carried on by each teacher on a nine week schedule. Additional counseling sessions are initiated as the need arises. Parental counseling sessions, in addition to the project teacher, frequently include the administrator, medical director of the Diagnostic and Guidance Center, psychologist, therapist, and workshop director. Form #7, page 173, is an example of the notice sent parents. It should be noted that attendance is required.

MONTGOMERY EVALUATIVE PROCEDURE FORMS

Form #1

Research and Demonstration Project Committee Meeting
January 24, 1963

Present were:

Mr. Aubrey Neeley, Mr. Ed Benoist, Mrs. Cava Cherry, Mrs. Juanita Loftin and Mrs. Llewellyn.

The records of the following children were examined and evaluated:

1. _____________. Mother of student came January 1, 1963, asking for placement in R&D Program. Family having recently returned from Germany to Montgomery. Student comes with report from Colonel__________, Maxwell Air Force Base. Statement made the girl had 8th grade school placement. However, it is not certain just what she is achieving in.

Each faculty member contributed to the discussion about _______. The classroom teacher having seen her and it was decided that we would ask for a psychological evaluation from Mrs. Llewellyn. It was determined that if she qualified on psychological examination she would be accepted on a trail basis. Vocational Rehabilitation will pay for examination. We will call mother after we receive evaluation.

2. _____________. 18 years of age, 8th grade Baldwin. IQ 68. Mother: seamstress This mentally retarded youth was tested by Mrs. Llewellyn September 29, 1961. She found reading grade placement of 4.4 - arithmetic 4.4. He entered the R&D Project October 2, 1961 for a short period of time. A shop evaluation was done at that time and it was the opinion of the staff that this boy would benefit from shop training. However, he did not continue in the program and now comes asking for readmittance. After a thorough discussion among committee members it was determined that we would accept ___________ February 1, 1963.

3. _______________. Birthdate: June 20, 1946, 6th grade social promotion. After much discussion about this boy the group decided he was not a candidate for the R&D program.

4. _____________. Review of this case revealed the fact that he had had previous evaluation in the R&D program. Evaluation showed that he had an IQ of 58 with very poor social development. The group concluded that this boy would not be able to function independently and was not a candidate for the R&D program.

5. _______________. Test from former school placement revealed an IQ score of 74. Personal interview had revealed a well adjusted young man who acted as though he would function well in the program. After thorough discussion of the records from the former school placement a decision was made to bring this boy into the R&D program. He will begin February 1, 1963 and vocational objectives will be established. Mrs. Llewellyn will test.

6. _______________. 20 years old. Came asking for admittance into R&D program. This boy had been placed in the program for Mentally Retarded in Houston, Texas. He does not qualify for placement here.

7. ____________. This boy is now placed in Capitol Heights Jr. High. This case has been staffed before and accepted. However, we have been unable to get the parents to follow through. This case remains open.

8. ____________. This young girl is now in the R&D program. She is placed in the school lunchroom program. She does not tolerate classroom work. Transfer to another class was discussed. Mrs. Cherry does not agree with transfer. However, it was the opinion of the Administrator and Vocational Coordinator that it would be best to try her in another class before she was dismissed from the program. This transfer will be made.

9. ____________. This young mute girl is now in the school on an "aid" basis. After much discussion as to whether or not she should be included in the R&D program a decision was reached to have her father contact Mr. Neeley, Vocational Rehabilitation and leave the decision to them as to whether or not she would be a proper placement in the R&D program.

10. ____________. This class was reviewed to bring staff members up to date on the progress this boy is making. He has this week been placed out of the school shop and is working in a small business under our supervision. This boy is making excellent progress.

11. ____________. This boy was placed in the R&D program on a trail basis and after several weeks of evaluation a staff decision was made to transfer him into the program permanently.

Classroom Students on this date:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________

To Be Admitted:

1. ____________
2. ____________
3. ____________

TOTAL: 15

Form #2

Referral For Committee

Name____________________ Date February 10, 1963 Referred by Cherry

Reasons:

At the present time ______ is doing nothing in the classroom. She is a non-reader, cannot do arithmetic or spelling and does not have the potential to do these things. We have tried repeatedly to give ______ jobs in the shop but she cannot carry out instructions or follow through with a task unless under constant supervision. ______ has been tried as a helper in the lunchroom but she cannot operate in this situation without close supervision at all times.

She chatters incessantly - cannot seem to stop! We have had no cooperation from the home. The mother is indolent and obviously disinterested. She refuses to attend the Parent Counseling Meetings.

Mr. Benoist and I believe that the committee should re-evaluate ______ in terms of social, personal and vocational progress as well as vocational potential. It seems necessary that evaluation, at this point, preceed immediate planning for this pupil-client.

Form #3

TRAINING PROGRESS REPORT

1. Name of Trainee ______________ Month ending September 19 62
2. Job Objective of Trainee ______________
3. How many Days Absent This month? None Why? ______________
4. How Many Times Tardy? ______________ Why? ______________

5. Progress this Month:

Accelerated....... ____
Average........... x
Slow.............. ____
No progress....... ____

6. Quality of Work:

Excellent........ ____
Good............. ____
Fair............. x
Poor............. ____

7. Cooperation in Training:

Cooperative....... ____
Fairly cooperative x
Indifferent....... ____
Not cooperative... ____

8. Difficulties

Learning subject matter very-very slow
Handling tools or machines ______________
Speed ______________
Accuracy ______________
Following instructions poor

Other difficulties
With disability ______________
With appliance ______________
With general health ______________
Other (describe) ______________

9. Subjects or operations this month

Subjects or operations	Grade or rating
Sanding floors	poor
Sanding desks	
Lunchroom worker	fair

10. Has trainee begun to earn a wage? ______________
11. In your opinion, is this the kind of training for which the man is best suited? yes
12. Remarks: Interested only in boys - clothes, gossip and making trouble. After a summer of being out of program her attitude is one of endurance. She has shown minimal improvement, at present time, in working in lunchroom. Her attitude is fair only because all the other girls in the classroom are working in the lunchroom and she does not want to be different.

In subject matter she is not interested, only tolerates. In shop follows directions well, in simple tasks. In classroom only when "spirit" moves her.

Form #4

ADJUSTMENT RATING SHEET

Student ______________ Reporting Period ______________
C.A. ______________ M.A. ______________ Classification ______________
Pre-Voc. Co-Ordinator ______________ Classroom Teacher ______________
Location of Class ______________

CIRCLE CORRECT RESPONSE

HABITS	SKILLS
PERSONAL APPEARANCE IS 1. neat 2. fair 3. slovenly	INITIATES OWN ACTIVITIES 1. wholly 2. at times 3. seldom

Form #4 (Continued)

HABITS

EXHIBITS COURTEOUS HABITS
1. often 2. sometimes 3. seldom

DEMONSTRATES SELF_CONTROL
1. consistently 2. sometimes 3. seldom

DEMONSTRATES HONESTY
1.consistently 2.sometimes 3.seldom

MAKES GOOD USE OF TIME
1.excellent 2.average 3.little

CARE OF WORKING SPACE
1.well kept 2.passable 3. untidy

USE OF MATERIALS
1.careful 2.fair 3. wasteful

FOLLOWS PLANS AND INSTRUCTIONS
1.exactly 2.approximately 3.poorly

OBSERVES SAFETY RULES
1.exactly 2.approximately 3.poorly

SKILLS

ACCURACY OF WORK IS
1.good 2.fair 3.low

GROSS MUSCULAR ACTIVITY COORDINATION
1. good 2.average 3.poor

SMALL MUSCULAR ACTIVITY COORDINCATION
1.good 2.average 3.poor

RELAXES AT PROPER TIMES
1.completely 2.partially 3.little

MOVES ABOUT ROOM OR SHOP
1.gracefully 2.with ease 3.awkwardly

SHOWS EXCITABILITY
1.excessively 2.with reason 3.little

OFFERS POSITIVE CRITICISM
1. markedly 2.occasionally 3.seldom

DISPLAYS AFFECTION
1. excessively 2.moderately 3.seldom

DISPLAYS FEARS AND TIMIDITY
1. excessively 2.with reason 3.seldom

SKILLS

CONTRIBUTES IDEAS WHICH ARE
1. very useful 2. useful 3. useless

JUDGES WORTH OF OWN WORK
1. accurately 2. approximately 3. poorly

EXPRESSES OWN THOUGHTS
1.clearly 2.fairly 3.vague

IS ALERT TO ENVIRONMENT
1.exceptionally 2.moderately 3.little

GROWTH IN ABILITY TO REASON IS
1.good 2.average 3.poor

SPAN OF ATTENTION IS
1.long 2.moderate 3. fair

DEMONSTRATES LEADERSHIP
1.markedly 2.average 3. little

ATTITUDES

RESPONSIBILITY IS
1.sought 2.accepted 3.rejected

INITIATES ACTIVITIES
1.often 2.sometimes 3.seldom

ATTITUDE TOWARD PEERS IS
1.cooperative 2.neutral 3.poor

ATTITUDE TOWARD AUTHORITY IS
1.respectful 2.average 3.disrespectful

RESPECTS THE RIGHTS OF OTHERS
1.often 2.sometimes 3.never

SHOWS A GIVE AND TAKE SPIRIT
1.consistently 2.limited 3.seldom

OFFERS NEGATIVE CRITICISM
1.seldom 2.occasionally 3.frequently

DESIRES SOCIAL APPROVAL
1. markedly 2.occasionally 3.seldom

DISPLAYS ANGER
1.excessively 2.justifiable 3.little

SHOWS JOY AND HAPPINESS
1.consistently 2.occasionally 3.seldom

Form #4 (Continued)

CHANGES OF MOOD
1.quickly 2.with encouragement 3.slow

REACTION TO EMERGENCY
1.excessive 2.average 3. passive

MOTIVATION
1.easy 2.average 3.little

SELF-CONTROL
1.good 2.average 3.little

LEVEL OF ASPIRATION
1.perfection 2.like others 3. none

ABILITY TO BE A HELPER
1.generally 2.occasionally 3.seldom

CONTENT OF CONVERSATION
1.objective 2.mixed 3.subjective

ENTERS INTO PLAY WITH OTHERS
1.fully 2.adequately 3. little

Form #5

Progress Report

Student________________________________ Date February, 1963
CA 18 MA 8 IQ 52 Evaluator Cherry

Attitude and Cooperation. For the past several months ________'s attitude has been anything but good. She does not like anything or anyone. She is continuously moody - sassy and hard to get along with. She incites trouble among the boys especially by telling tales about them behind their backs. She is boy crazy but does nothing to attract the boys. She has never accepted authority and when she is corrected about the slightest thing she carries tales of persecution. She is never pleasant to adults or other pupils. She is interested only in boys, gossip and strife among others. This attitude has continuously grown worse, and after numerous sessions with her mother we have found that this situation is true at home as well as at school.

Academic Progress. None at the present time. _______reads on a third grade level but this has been true for two years - she can add, subtract, and multiply (simple) but does not have the comprehension nor reasonable ability to solve problems using these. _______can spell on third and forth grade levels -cannot use this to any advantage. The entire time that she has been in the classroom she has had to be forced to do any academic work that she has done. ________has no interest in school work.

Socialization. _________as discussed above does not socialize well. She does not get along with others. She continuously incites trouble among the children - she comes to school for a social hour, wants to sit, drink cokes, gossip and play with the boys. We have repeatedly tried to use _______in the lunchroom in a training program and she resents every minute of it.

Recommendation from Classroom Teacher. Since________has made no academic progress and since she is not interested in shop work or any other tasks assigned to her, I think it advisable that we do a team evaluation on _______in view of dismissal from the program.

Form #6

EVALUATION FROM EMPLOYER

Name________________________________ Date January 15, 1963
Employer(evaluator) Mr. Smith Place of Employment Big Bear Stores, Inc.

Form #6 (Continued)

Mr. Smith, the manager, reports that customers comment on ___________'s efficiency, good manners and pleasing personality. He further states that this employee is most cooperative, steady, prompt and hard-working.

/s/ Ed. Benoist

Form #7

Dear Parent:

Parent Counsel will meet ________________________________ at 8:45 til 10:00 at ________________________________. It is required that you attend this meeting.

____
Classroom Teacher

OPELIKA EVALUATIVE PROCEDURE

Admissions and Dismissals. The Admissions and Dismissals Committee consists of the Project Class Teacher, Workshop Manager, Workshop Instructors, Rehabilitation Counselor, two members of the Board of Directors of the Facility, and a Psychologist from the local mental health clinic. The committee did not have regularly scheduled meetings due to the fact that a waiting list of potential pupil- clients did not develop for this project class. As a potential client was referred for consideration and admission, telephone contacts were made with each member of the committee and the youth was admitted to class if his qualifications were such that he could be considered. A year-end meeting was held by the committee to make evaluations and decisions concerning the disposition of the case of each pupil-client for the 1963-64 project year.

In actual practice, no potential pupil-client has been referred from the local senior high school. The consensus of the local personnel was that two factors should be considered. Those were (1) lack of motivation, and (2) lack of holding power for the class for older youths in that they were in the workshop doing the same tasks as rehabilitation clients who were receiving remuneration. The "feeder class" was the class for retarded children and youths in the junior high school. Information relative to each potential pupil-client was obtained from (1) principal, (2) referring teacher, (3) local mental health unit, (4) attendance supervisor, and (5) supervisor of instruction. Each client was admitted after evaluation of school records, social records, obtained from home visit by the workshop director, rehabilitation counselor, and/or project teacher, psychological assessment, and medical evaluation.

Evaluations. The project teacher is responsible for all evaluation within the classroom within the areas of social adjustment, skills in everyday living, vocational interests, personal habits, work habits, and educational levels. A continuing evaluation through observation and records is maintained for future use by the workshop manager and rehabilitation counselor. Form #1, page 176, is completed by the teacher each month for each pupil-client. Copies are filed within the pupil-client's cumulative folder and given to the workshop director. It should be noted that the identical form is used for reporting to parents each six weeks.

Within the workshop, per se, evaluations are made by the workshop manager and instructors concerning work habits, working with others and work skills. Those evaluations are given to the teacher or he is permitted through observations and working with workshop personnel to complete his own parallel evaluations.

The pupil-clients in the Opelika Project are among the youngest in the total project. Those concerned with the project have accepted the fact that most of them canno be placed on jobs during the allocated time for this project; therefore, emphasis has been placed upon an arts and crafts program and classroom actitities. As a direct result of the ages of the pupil-clients, the teacher has had to assume major responsibility for evaluations and has placed particular emphasis upon areas of attitudes and personality traits, work habits, and social adjustment.

The progress of pupil-clients, individually and as a group, has been reported to the rehabilitation counselor both through oral and written communication from the workshop manager and project teacher. As each pupil-client has moved into the workshop, the rehabilitation counselor has had conferences with the workshop manager and project teacher at which time they have discussed the prognosis for each pupil-client in terms of work assessment, job training, and vocational plans. It is at that point that the rehabilitation counselor assumes major responsibility concerning vocational planning. Form #2, page 176, is completed by the workshop director each month and copies are filed within his pupil-client folders, by the project teacher, and by the rehabilitation counselor.

Job Training and Placement. No pupil-client is considered for job training or job placement prior to evaluation by the rehabilitation counselor, project teacher, and workshop director. Criteria for consideration for job placement include: (1) desire for employment, (2) attitude of parent toward possible specific job placement, (3) age of client, (4) work skills and attitudes, and (5) terminal considerations such as social readiness of pupil-client for employment, consideration of maximum benefit from project class and shop activities. As previously noted the chronological ages of these pupil-clients have prevented job placement. Due to the proximity of a sizable university as well as general economic depression in that locality, there has been keen competitiveness on the potential labor market, both on the part of local laborers and students.

The rehabilitation counselor, workshop manager, and project teacher have been aware that youths who have reached sixteen years of age possibly could spend more time within the workshop, with such work experiences leading to placement within a vocational and technical trade school. One pupil-client has been placed in such a trade school; however, the committee was of the opinion that he was too young and could have profitted better from continuation within the project class. Extraneous pressures, particularly on the part of the parent, were brought to bear.

Additional Procedures. Effort was exerted on the part of the workshop manager, and project teacher to develop some procedures which would be meaningful in the total evaluative process. Procedures developed were as follows: (1) conferences were structured to determine as nearly as possible the present vocational interests and/or objectives of each pupil-client. (2) Background information was studied to help determine specific areas of experience, interest, academic level, and achievement. (3) Specific work tryouts and tests were developed for the shop setting. (4) Conferences and counseling with the pupil-client and his family were investigated. (5) Structured conferences were devised to determine progress, change in attitude, determination of a vocational objective, and a tentative plan for setting up the training program in keeping with vocational objectives.

To effect this evaluative procedure, each youth was administered an initial structured interview, Form #3, page 177, which consisted of 74 questions treating on financial, emotional, vocational, and general area questions. Those questions were devised to provide insight into the self-concepts of the pupil-clients. Data were compiled on the family in terms of number, ages, education, and occupation. Form #4, page179 , was used for that compilation. An interest preference test was administered, and tests were given which measured general learning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. Scores on sub-tests of that instrument, G.A.T.B., were recorded on Form #5, page180 .

Form #6, page 181, was used to record the evaluation made on each of the following: (1) clay models of a human head and of an ashtray, (2) painting of three number pictures with oil paint, and one outdoor scene with finger paint, (3) the boys made two objects of wood in the shop. They were given instructions in the classroom and then without assistance or further instructions assembled the objects. The girls did sewing projects in the sewing class under the supervision of the sewing instructor, (4) a shop project then was completed which a wire was spliced and soldered together. Each of those projects were evaluated as being either superior, good, fair, or poor. Evaluation was made in relationship to the expected ability of the mentally retarded youth concerned.

Forms #7, #8, and #9, pages 182, 182, and 183 , also were utilized during this project. In the project class setting, units were taught dealing with various jobs in the Opelika area which mentally retarded youths possibly would be capable of performing. Those units considered such jobs as (1) janitors helper, (2) laundry worker, (3) car lot man, (4) bakers helper, (5) dishwasher, (6) cooks helper, (7) farm hand, (8)paint spray man, (9) bus boy, (10) nurses aid, (11) gas station attendant, (12) supermarket stock boy, (13) butchers helper. Specific areas covered in those units were (1)kind of job, (2) what the job pays, (3) what to expect on the job, (4) working hours, (5) tasks a worker would be required to perform, (6) attractive features of the job, (7) drawbacks about the job, and (8) ways to get the job.

After careful consideration of this project the project teacher and workshop manager stated that information compiled would serve as a guide to gathering additional information on each pupil-client as his progress proceded. The opinion was given that such a procedure probably should last until the youth attained eighteen chronological years prior to placement on a full-time job. It was noted that general maturity was an overriding factor in terms of importance.

As a final recommendation the Opelika group seemed to feel that certain rather widely accepted aptitude test instruments possibly could be used if new norms were established for teenagers within the intelligence quotient range 50-75. The tests which they had used indicated certain patterns which they utilized as indications of interests and appitudes.

OPELIKA EVALUATIVE PROCEDURE FORMS

Form #1
(Completed by R&D Teacher) PROGRESS REPORT
Name______________________________ Date______________________

I. EDUCATIONAL

____ 1. Reading
____ 2. Arithmetic
____ 3. Spelling

GRADE SCALE

A - Excellent
B - Good
C - Poor

II. WORK HABITS

____ 1. Follows instructions
____ 2. Works well with others
____ 3. Listens well
____ 4. Dependable
____ 5. Sticks to task until completion
____ 6. Truthful and honest

III. CLASSROOM CONDUCT

____ 1. Accepts responsibility for class conduct
____ 2. Is neat in apperance
____ 3. Accepts responsibility
____ 4. Gives up easily
____ 5. Works well with others
____ 6. Annoys others in class
____ 7. Makes friends easily

COMMENTS:____
____
____

Form #2
(Completed by Workshop Director/Instructor)

VOCATIONAL EVALUATION

Name______________________ Date____________________

	Poor	Fair	Average	Good
I.				
Personal Habits	____	____	____	____
Attitude	____	____	____	____
Work-Tolerance	____	____	____	____
Work-Habits	____	____	____	____
Safety	____	____	____	____
II.				
Initiative	____	____	____	____
Comprehension	____	____	____	____

Form #2 (Continued)

	Poor	Fair	Average	Good
Ability to plan				
Responsibility				
III.				
Hand tools				
Power Tools and Equipment				
Painting and Refinishing				
Projects				
IV.				
Coordination				

V.

Remarks:____

____

Form #3

INITIAL INTERVIEW
(Done Orally)

1. What kind of job does your father have?
2. Does he work full time?
3. How many hours a day would you like to work?
4. Is more than one member of your family working?
5. Do you expect to get married?
6. What is the most important thing in the world to you?
7. Who has the best job in Opelika?
8. What is your favorite color?
9. Do you have a friend who is an officer on the city or sheriff's force?
10. What right does a policeman have to interfere with what you may be doing?
11. Are schools important?
12. Do you get tired easily?
13. Are you nervous?
14. Do your eyes ever hurt or burn?
15. Can you hear all right?
16. How many hours a day do you sleep?
17. Does a lot of noise bother you?
18. Do you have headaches a lot?
19. Do you get tired if you stand up a lot?
20. Do your feet ever bother you - ache?
21. Do you like to take exercises?
22. Do you like to play games where you run a lot or had you rather play games that you sit down and play?
23. Do you get tired after playing for a little while - 30 minutes or an hour?
24. Do you have many colds every year?
25. Do you see the doctor often?
26. Do you take much medicine?
27. Do you have any trouble with what you eat making you sick?
28. What foods that you like make you sick, and what foods that you dislike make you sick?
29. Had you rather work outside or inside?
30. What do you do in your spare time?
31. Had you rather work for someone else or for yourself?

Form #3 (Continued)

32. If you had the pick of jobs, the best job you can think of, what would it be?
33. What kind of TV programs do you like?
34. What do you like most to do in your spare time?
35. What do you like best:
    a. to make things like cars, furniture or clothes
    b. to grow things such as vegetables, flowers or livestock
    c. to do things for other people, such as serving food, operating an elevator, or delivering a package?
36. Do you like to do something over and over again?
37. Is it better to have training before you take a job?
38. Would you like to work in a factory?
39. Do you always do the best work you can when you are told to do something?
40. Had you rather decide for yourself what kind of work for you to do, or had you rather let someone else decide for you?
41. What kind of job do you think you can do?
42. How old should a person be before he tries to get a full time job?
43. Do you think it is important for a person to go to school?
44. Does it bother you for other people to watch you while you work?
45. If we could get you a job tomorrow making a dollar ($1.00) per hour, would you take it?
46. Would you like to do the same kind of work your father does? Why?
47. What is the hardest kind of work you can think of?
48. Do you like to work with your hands?
49. If you had $100.00 what would you do with it?
50. How much money do you think a brick layer makes a day___________, a hand in a cotton mill_______________, a man running agrocery store____________, a plumber's helper__________, a filling station attendant_____________?
51. How much money per day do you think you can make?
52. How much do you think you would need to pay all living expenses for a week?
    Living at home with parents_____________
    Single and boarding with someone________
    Married and no children_________________
53. If a man offered you a job digging ditches for $1.25 per hour, would you take it?
54. When you get a job, what is the first thing you want to buy?
55. You have $5,000.00 - would you rather buy a new car and a boat or a home?
56. Does everyone need an automobile?
57. How much does it cost to operate an automobile a month?
58. Do you like to work around a lot of people?
59. Do you try to get along with others?
60. Do you like everyone in your family?
61. Do you always do what you are told to do?
62. Who is the most important person in the world to you?
63. Does anyone have a right to tell you what to do?
64. Do you mind being told what to do?
65. Are you nice to other people, even if they are not nice to you?
66. If someone made you mad, what would you do?
67. Are you happy?
68. When someone makes you mad, do you want to hurt them or just forget it?
69. Do you like where you live?
70. If you could be someone else, who would you rather be?
71. Do you think it is fair for some people to make more money than others?
72. Do you like to go to parties?
73. What makes you mad quicker than anything else?
74. What would you want to do if someone stole your lunch?

Form #4

PUPIL-CLIENT DATA SHEET

Name:

Last Grade Attended in School:
IQ__________Type Instrument____________________________Age__________

FAMILY:	Age	Schooling	Occupation
Father			
Mother			
____________			
____________			
____________			

INTEREST AND HOBBIES:
Father
Mother
Student

BEHAVIOR:

1. Difficulties in behavior: Yes____ No____

"Belligerent"
Fearful
"Impudent"
Temper Tantrums
"Whiner"
Withdrawn

Explain:

2. Discipline:

Consistent
Severe
Over-Indulgent (Spoiled)

Explain:

3. Correction:

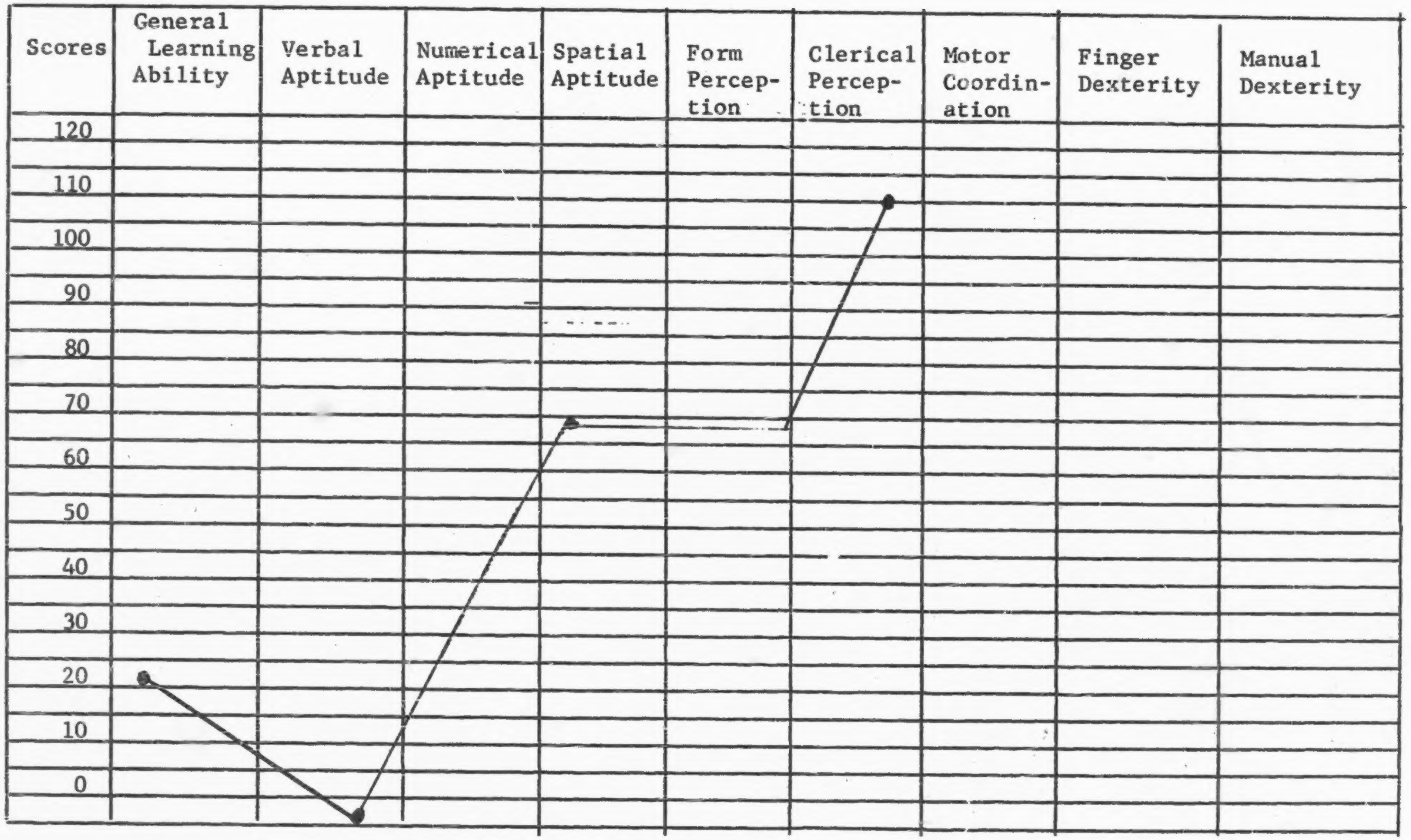
Accepts
Resents
Indifferent

Explain:

Form #5

INTEREST PREFERENCE TEST
(GATB)

Pattern shows work aptitudes completed on all clients



Form #6

WORK-TASK EVALUATIONS

Name____________________

	Clay Model (head)	Clay Model (ash tray)	Oil Painting	Finger Painting	Wood working Measure & saw two pieces of wood-nail together.make bookends	Remove insulation & splice eight pieces of wire	Solder eight pieces of wire together.
SUPERIOR							
GOOD							
FAIR							
POOR							

Form #7

PREFERENCES

(Which had you rather do? Which had you rather not do?)

A. Exercise in a gymnasium
B. Go fishing
C. Play baseball

D. Sell vegetables
E. Raise flowers and shrubbery
F. Raise vegetables

G. Work on a broken sewing machine
H. Play a guitar
I. Draw a picture of a pretty place

J. Watch a TV program on How to Grow Good Fruit
K. Watch a TV program on How to Make Things of Plastic
L. Watch a TV program on How to Get Pictures on Wild Animals

M. Have someone you trust make your decisions for you most of the time
N. Have someone you trust make your decisions for you once in a while
O. Make all your decisions yourself

P. Play checkers with someone who usually beats you
Q. Play checkers with someone who hardly ever beats you
R. Play checkers with someone who plays about as well as you do

S. Wash dishes
T. Cook a meal
U. Mow the yard

V. Refinish furniture
W. Raise chickens
X. Sack groceries in a supermarket

a. Have people treat you as an equal
b. Have people treat you as superior to them
c. Have people pay no attention to you

d. Have work you don't like with high pay
e. Have work you like with low pay
f. Have short term work you like with high pay

Form #8

PUPIL-CLIENT REACTION FORM
(Done orally)

1. What kind of job does your father have?
2. Does he work full time?
3. How many hours a day would you like to work?
4. Is more than one member of your family working?
5. Do you expect to get married?
6. What is the most important thing in the world to you?
7. Who has the best job in Opelika?

Form #8 (Continued)

8. What is your favorite color?
9. Do you have a friend who is an officer on the city or sherrif's force?
10. What right does a policemen have to interfere with what you may be doing?
11. Are schools important?
12. Do you get tired easily?
13. Are you nervous?
14. Do your eyes ever hurt or burn?
15. Can you hear all right?
16. How many hours a day do you sleep?
17. Does a lot of noise bother you?
18. Do you have headaches a lot?
19. Do you get tired if you stand up a lot?
20. Do your feet ever bother you - ache?
21. Do you like to take exercises?
22. Do you like to play games where you run a lot or had you rather play games that you can sit down and play?
23. Do you get tired after playing for a little while - 30 minutes?

Form #9

DATA COLLECTED FROM VOCATIONALLY ORIENTED LAST INTERVIEW
(Done Orally)

1. Do you like to work around a lot of people?
2. When you get a job, what is the first thing you want to buy?
3. If a man offered you a job digging ditches for $1.25 per hour, would you take it?
4. How much money per day do you think you can make?
5. If you had $100.00, what would you do with it?
6. What is the hardest kind of work you can think of?
7. If we could get you a job tomorrowing making a dollar ($1.00) per hour, would you take it?
8. How old should a person be before he tries to get a full-time job?
9. What kind of job do you think you can do?
10. Would you like to work in a factory?
11. Do you like to do something over and over again?
12. What do you like most to do in your spare time?
13. If you had the pick of jobs, the best job you can think of, what would it be?
14. Had you rather work for someone else or for yourself?
15. Had you rather work outside or inside?
16. Had you rather decide for yourself what kind of work for you to do, or had you rather let someone else decide for you?
17. Do you like to work with your hands?

SELMA EVALUATIVE PROCEDURE

Admissions and Dismissals. Admissions and Dismissals Committee is composed of the Supervisor of Attendance, Selma City Schools, Director of the Facility, Vocational Rehabilitation Counselor, Project Teacher. Regular scheduled meetings are held three times each year for the purpose of evaluation of admissions and dismissals. Called meetings are held three times each year for the purpose of evaluation of admissions and dismissals. Caled meetings may be held at any time to evaluate a potential pupil-client for class placement. Pupil-clients are dismissed through action by this committee, with action for dismissal based upon the following factors: (1) lack of interest, (2) lack of cooperation of pupil-client and/or parents, (3) discipline, or (4) decision that the pupil-client cannot benefit from classroom and/or workshop experiences.

Referral sources are special education class teachers, principals, superintendents of schools, rehabilitation counselor, regular classroom teachers, or any volunteer or public agency or individual within Selma City or Dallas County. This Committee considers (1) school records, (2) psychological evaluations, (3) medical evaluations, and (4) social and academic records obtained from previous teacher, if any. Academic and social history forms, Form #1, page 187 , and Form #2, page 187 , and the annual progress report Form #3, page 189 , from the former teacher afford the project teacher important and necessary information prior to actual placement in the pilot project class. This procedure points up the importance of school records, per se, their use by other personnel, and the important contribution which they make to a pupil-client's permanent file. Accurate records have been of primary importance to the Committee and have served as bases for evaluations and consideration for project class placement.

The rehabilitation counselor makes a home visit prior to the acceptance of any pupil-client. Home visits also are made by the facility director and the project teacher. Those home visits, along with the carefully planned orietation program, are necessary to apprise the parents of (1) resonable level of expectation, (2) goals, and (3) vocational possibilities and potential for the pupil-client.

Counseling continues as an integral part of theprogram, with particular emphasis given to counseling with pupil-clients and their parents or guardians. The rehabilitation counselor, facility director, and project teacher, as a team, accept that responsibility and believe that the success of an individual pupil-client is dependent on the rapport established between them, the youth, and his or her parents. Channels of communication are maintained through letters, phone calls, and home visitations. Parents are invited into the facility for conferences with the rehabilitation counselor, facility manager, and classroom teacher prior to initial placement as a part of that intake procedure, parents and pupil-clients are taken on a tour of the facility to observe in the various work centers, job training areas, and project classroom. It has been the consensus that such a procedure helps each concerned begin a more realistic acceptance of the client's potential level of functioning. Letters are written to the parents relative to a youth's acceptance into the program, examples are Form #4, page 190, Form #5, page 191 , and Form #6, page 191 . It should be noted that the final letter is written to the pupil-client himself, thereby initiating acceptance of him as a young adult and as an individual who must assume responsibility for his own program. Form #6, page 191, is a copy of such a letter, however, the name is omitted because of ethical considerations. It should be noted further that 11 follow-up letters relative to such appointments as medical examinations, also are addressed to the pupil-client. Form #7, page 192, and Form #8, page 192, are examples. It is assumed that the pupil-client's parents or guardian will see these communications. A technique such as this is recommended in that the pupil-client becomes the one to whom and with whom all communications are made, thereby reinforceing the psychologic implication of beginning independence.

Progress reports are sent hom by each pupil-client at a given time each month. A home visit, as a follow-up, is made to discuss the progress made by the pupil-client in each area of the classroom and workshop. The Selma group feels that each progress report should be discussed in person with the parent or guardian, thereby eliminating possiblity of misunderstandings and misinformation since the parents have the opportunity to discuss and question procedures.

Evaluation. Parallel evaluations are made by the project teacher and the facility manager. The project teacher observes and evaluates within the workshop and keeps a record of those evaluations thereby allowing a comparison with the evaluation of the facility manager. Experience has indicated that such dual evaluations present different frames-of-reference within a given evaluation procedure. Form #9, page , is used by the teacher for evaluation within the project class and the workshop. That form gives consideration to ten areas and allows a space for a short narrative report concerning behavior, needs, attitudes, and any other pertinent data. In addition to that report the teacher and facility manager make a cooperative monthly report, Form #10, page 194. The facility manager also makes a separate monthly report, Form #11, page 194, which is in narrative form and gives consideration to work habits, skills, attitudes, and otherpertinent areas. Experience has indicated that the team approach to evaluation has been most feasible. The careful attention to sequential reporting of progress is basic to evaluation. To indicate what this statement implies beginning on page 195, are sequential reports and memoranda concerning a single pupil-client. They include a time span of five years, three months. Records of this nature are filed within the pupil-client's cumulative folder, a copy is kept within the workshop files, and a copy is given to the vocational rehabilitation counselor.

Job Training and Placement. The time which each individual pupil-client spends within the workshop is flexible and adapted to that given individual. One client may spend equal time within the workshop and the classroom, while another will spend total time in either the class or the workshop. Recommendations are made to the workshop director by the classroom teacher after an initial adjustment period within the scope of the project class. Emphasis is placed on academic, social, and vocational adjustment activities. Decisions concerning the actual work experiences to which a given client is to be exposed and on which he is to be evaluated are determined by the by the project teacher and the workshop director. Experience has indicated that the project teacher should be the one to make recommendations in this area due to her observations within the classroom prior to workshop experience. Evaluations and discussions are held concerning an individual prior to placement within any given work situation within the workshop. Each client is given experiences in the following areas unless the consensus of the team be that there is a reason for excluding an area or areas. Areas which are considered are: (1) printing shop, (2) caning, (3) furniture refinishing, (4) furniture upholstering, (5) woodworking, and (6) homemaking activities. Daily communications and observations by the workshop director and classroom teacher provide foundations for objective judgments concerning overall evaluations, progress and problems. Those recommendations are made jointly and are reported to the rehabilitation counselor.

Each two months the project teacher, workshop manager, and rehabilitation counselor discuss each pupil-client as to the problems he or she presents, possible solutions for those problems, placement in work areas, job potentials, possible placement in on-the-job situations, or in actual job setting. A called meeting may be initiated by any member of this group.

It should be noted that evaluations concerning each pupil-client are sent to the Superintendent, Selma City Schools. That superintendent has served as an exofficio member on many committees and his cooperation has been both helpful and sustaining.

After a pupil-client has completed work assessment and evaluations in the various assigned areas, the group makes a decision concerning that individual's vocational potential within a particular area. He then is placed in a specific work setting for more detailed work evaluation for semi-skilled or skilled job training.

Concerning actual job placement, contracts are made with potential employers by anyone of the three members of the group. Client may be placed on any job after a careful study and evaluation of the job and the job setting. Job placement may be temporary, may be part-time, or may be full-time job situation. Careful follow-up visits are made by the classroom teacher and reports are filed within the pupil-client's records. Information for those reports is obtained by the teacher through informal visits to the pupil-client's place of employment and a discussion with his or her employer. Conversations and observations are summarized and reported to the other members of the team. Those serve as a basis for further evaluation. It should be noted that a pupil-client may be brought back into the project classroom and/or workshop for additional experiences, activities, and evaluation, where necessary.

Evaluative criteria adopted by the Selma team are:

A. Vocational Adequacy
    1. Ability to get along with others
    2. Eye-hand coordination
    3. Work tolerance
    4. Attendance
    5. Punctuality
    6. Accepts criticism
    7. Attitudes
    8. Ability to follow through on instructions
    9. Use of leisure time
    10. Employer-employee relationships

B. Social Adequacy

C. Personal Adequacy

D. Academic Skills

It should be pointed out that employer contacts are made by each of the three members of the Selma team; however, due to the function of the project teacher, a greater number of visitations are made by her.

SELMA EVALUATIVE PROCEDURE FORMS

Form #1

____

Teacher Report

Early in the school year, _____ was screened, but, as seen in his test report, was considered not to be crucially in need of being placed in Special Education. He continued in a regular fourth grade but without too much success until the latter part of the year when there was room in the Special Class for him.

His IQ of 75 places him at the top of the class in mental ability. Still, this very fact has made his case perhaps the hardest with which to deal. He has not been willing to go back and work where he is best able to do so. For instance, because he does well in simple multiplication, he is not willing to work on addition and subtraction which he has not learned. I have had to work very slowly and carefully at this in order not to make him unhappy. He has been very determined to go on with work which is too difficult for him.

______has a very serious speech difficulty, which, in itself, would cause him to suffer in a large class. One has to be accustomed to his speech and have time to listen carefully to understand much he says. Extreme nervousness and tenseness cause him to slur over words or pronounce them in an unintelligible manner. He is very serious and goes at his work in a determined and almost desperate way.

Since________has been withme, I have endeavored to help him become more relaxed, to encourage him to slow down in his talking and reading - and in general. Just recently have I felt that this may be having some effect.

As you may see from his physical examination, the doctor thought his dizzy spells could possibly be petit mal. From what he had told me, I thought perhaps he had been subject to slight seizures.

As I see it, this boy can profit from remaining in a Special Education class, but it is going to take some work and persuasion to get him to go along with what he needs to do. He thinks he knows more than he does, especially in arithmetic. When I correct a mistake, he invariably says, "Oh, I knew that," or "I had it that way and changed it." He can profit by working in this class, but helping him without hurting him is going to be difficult.

When asked what he had learned, ________at first said, "nothing." When he saw me write that he said he had learned some arithmetic, to wipe his feet and not to run the halls.

Mrs. Leila Glass
1957-58

Form #2

OUTLINE FOR SOCIAL HISTORY

I. SOURCE OF INFORMATION

Name of person filling out this form Mrs. Leila G. Glass
Position Teacher of Exceptional Children
How was information obtained? Records, pupil, parents

Form #2 (Continued)

II. STATEMENT OF PROBLEM

__________ came into Special Class because he could not keep up with regular grade work. He has a speech defect that has been quite a handicap. His speech lessons this year have helped him very much. He speaks much more clearly.

III. PERSONAL DATA

Name__________________ Sex M Age 14 Birthdate 9/30/45
Address 1 Wheeler Street Race W Religion Baptist
School Baker Grade Special Class
Birthplace of child Selma of father Shelby of mother Clay Co.
Occupation of father Cigar Plant of mother Housewife

IV. PERSONAL HISTORY

1. School history. (a) Years in regular class 4 In special class 3
   (b) Special school problems Speech, Arithmetic
   (c) Comments Is having speech lessons and is showing improvement

2. Health history. (a) Any serious illnesses known-give ages and effects
   None - complains of headaches and stomach pains.

3. Personality. Check any of the following which are problems or have been in the past. Describe any checked in the space below.

   __stealing
   __lying
   __truancy
   __running away
   __bedwetting
   __temper tantrums
   __nail biting
   __nightmares
   __nightmares
   __food problems
   __sex problems
   x shyness
   __fears
   x resentment
   __jealousy
   __cruelty
   x seclusiveness
   __over-activity
   __under-activity
   __grudge attitudes
   x self-depreciation
   __destructiveness
   __mistreatment of animals

   The attitude of resentment seems to come from his not being willing to accept help. __________ will admit his inability to do certain work but doesn't ask for help and gets upset when it is offered. He has improved in this respect, however.

4. What are his (or her) strong points or favorable characteristics?
   __________ is most friendly, has a good sense of humor, and is usually very cooperative.

5. Recreation or particular interests Basketball, some outdoor games. Likes television and watches worthwhile programs.

6. Social adjustment(describe relationship with others of same age group)
   He gets along well with other pupils, and is never a trouble maker.

V. FAMILY HISTORY

1.

Name	Age	Education	Health	Comments
Father	61	4th	Good	Appreciates our work. Visit ed our class. Is very Cooperati
Mother	54	8th	Good	Cooperative and understanding

Form #2 (Continued)

	Name	Age	Education	Health	Comments
Sisters	None				
Brothers		29	High Sch.	Good	
		8	Grade 3	Hearing Bad	
Other Relatives					

2. Home
(a) Number living in household 4 Number of rooms 5
(b) Sleeping arrangements Boys have own room
(c) Average income of family ________ Source Oiler at Cigar Factory
(d) Neighborhood influences Good

Additional information or remarks (give any significant or interesting facts about the child not called for above). Use back of sheet.

Form #3

1959-60 - Annual Progress Report

Grade: Exceptional Children's Class

Name:________________ Age: 15

Height: 5'4" Weight: 130

Address: , Selma, Alabama Phone: None

Parents: Mr. and Mrs. ______________

Teacher: Mrs. Leila G. Glass

I. Academic Progress

It cannot be said that ________ has made much progress in this direction. He clings to the idea that he knows much more than he really does, so rebuffs assistance and direction. He has been very much interested, however, in our study of occupations and will ask for direction when working in his workbook. He has finished his book and is now working on one started by one of the boys who has left.

________'s lack of comprehension of arithmetic will be a drawback in any work in which calculation is involved.

II. Social Development

He seems not quite so sensitive as he was at the first of the year. At times, though, he seems to think that almost anything that is said to him is an affront. He gets along well with the older boys, but seems insulted by anything the younger boys say or do to him.

III. Physical Development

He is well-developed for his age, and is a strong, sturdy boy. This is due to rather strenuous work performed at home and his out-of-doors activities.

Form #3 (Continued)

IV. Speech Development

____________has had speech lessons this year and shows definite improvement. He speaks more slowly and much more plainly and knows how to work out the pronunciation of a word. He volunteers to read aloud and shows much improvement in this.

V. Recommendation

_________is very much interested in the idea of a class at the Rehabilitation Center and is anxious to go there. He needs to be in such a situation and can profit from work to be done there. This is where he should be placed.

Form #4

VOCATIONAL REHABILITATION SERVICE
Dallas County Court House
Selma, Alabama

August 16, 1960

Mrs. ___________________

Selma, Alabama

Dear Mrs.____________:

Final arrangements are being made for _________to be enrolled in the class to be conducted at the Rehabilitation Facility beginning September 6, 1960.

There are several matters to be completed before final acceptance can be made. These can best be taken care of if you can come by my office on Monday, August 22, before 11:00 a.m.

If this isn't convenient, please call me at TR2-2961, Extension 49, for another appointment.

Yours truly,

W. A. Crunk, District Supervisor
Vocational Rehabilitation Service

WAC/ma

Form #5

VOCATIONAL REHABILITATION SERVICE
Dallas County Court House
Selma, Alabama

August 31, 1960

Mr. and Mrs. ____________

Selma, Alabama

Form #5 (Continued)

Dear Parent:

School registration for all students entering the class at the Selma Rehabilitation Facility, 402-404 Jeff Davis Avenue, will begin at 9:00 A.M. on Tuesday, September 6, 1960.

Each student should be accompanied by a parent if at all possible. At this time, you will have an opportunity to meet Mrs. Claudine Wasson, your child's teacher and Mr. Ronald Hampton, Director of the Center. Also at this time, you would be able to see the physical plant and ask any questions we might have left unanswered.

I should also like to thank you for your interest and cooperation given this office during the summer. I know you share my appreciation for the Selma School Board and for Mr. J. A. Pickard, Superintendent, in making this class possible. I feel that it will provide many opportunities for your child which would not have been available otherwise.

Very sincerely,

W. A. Crunk, District Supervisor
Vocational Rehabilitation Service

Form #6

August 28, 1961

____

Selma, Alabama

Dear ___________:

Your name has been approved by a reviewing team to attend school at the Selma Rehabilitation Facility, 402 W. Jeff Davis Avenue, Selma, Alabama, this coming school year. I would appreciate your coming to my office located on the third floor of the Dallas County Court House on Thursday, August 31st, between 2:00 and 4:00 P.M., and if possible please bring one of your parents so that we may discuss your situation more fully. Please discuss this with your parents beforehand so that you will be in a position to give a definite answer when you come to my office.

If you are unable to come by this office on this date, I would certainly appreciate a call from you or your parents indicating your desire to attend this class.

Yours very truly,

Charles L. Byrd, Counselor
Vocational Rehabilitation Service

CLB/ms

Form #7

October 17, 1962

Mr.____________

Selma, Alabama

Dear_____________:

An appointment has been made for you to be seen by Dr. __________________ of Birmingham for evaluation on Tuesday, October 30th, at 3:00 P.M. Dr._______'s office is located at _______________________in Birmingham and if you have any problem locating it, please telephone his office, ____________, after you reach Birmingham and they will be happy to give you directions.

Please do not hesitate to contact me if you have any questions or problems regarding this appointment. If for any reason you are unable to keep this appointment, please let me know.

Yours very truly,

Charles L. Byrd, Counselor
Vocational Rehabilitation Service

CLB/ms

Form #8

VOCATIONAL REHABILITATION SERVICE
Dallas County Court House
Selma, Alabama

November 15, 1962

____

Selma, Alabama

Dear_____________:

Arrangements have been made for you to report to the Hillman Endocrine Clinic on Tuesday, November 27th at 12:00 noon, for further diagnostic work-up.

Please report to Mrs. __________________in the Outpatient Department, Hillman Clinic, located between 19th and 20th Streets on 6th Avenue South in Birmingham, shortly before noon on the 27th.

If your family has a Red Cross Blood Card which is still in force you should take it with you. If not, it will be necessary for some relative or friend who will donate a pint of blood to go with you to the American Red Cross, 500 N. 20th Street, Birmingham for that purpose. You should go to the Clinic prepared to enter the hospital for further studies should this be necessary.

Be sure to take this letter with you when you go to Birmingham as you will need to present it at the Clinic.

Yours truly,

Charles L. Byrd, Counselor
Vocational Rehabilitation Service

Form #9

EVALUATION PROCESS
October, 1960

____
Mental Retardation

Dallas County
Special Inst.

WORK HABITS: He sticks to a job and he is doing so much better in trying to do a job. He can't always carry out a job, but tries. He is slow. He has been regular in attendance, prompt to classes and possesses a sense of responsibility.

SHOP HABITS: He is neat in his work and not messy in his work area in the classroom.

WORK TOLERANCE: He could endure work for eight hours, but he is not physically developed at his age so as to take on heavy physical work. He is healthy and from observation of types of exercises on the play ground, he is strong physically. I would say that he and ______are the more physically able boys of the group.

MUSCULAR COORDINATION: He could do work involving the muscles of the body. He can do jobs like sweeping, moving and lifting chairs, cleaning tables fast and efficient.

N_MUSCULAR COORDINATION: _______seems slow in this area. He is improving in caning. His work in weaving wasn't too successful. He said, "I'm going to prove that I don't give up too easily like you said on my report card." I can't say for sure in this area at the present. I am wondering if _______has tried in the past.

FINGER DEXTERITY: I don't think________has too much ability in the construction of tedious objects with fingers. He is trying now in caning and doing so much better.

MANUAL DEXTERITY: He seems to have mor ability in work involving hands, wrists, elbows and shoulders. It seems that he has more coordination of muscles involving the body rather than the fingers.

MOTIVATION: ________Has the most interest in everything we do. Always bringing something to help out in class.

BASIC SKILLS: I am not sure of _______'s ability to learn. This child is a problem as far as a good understanding of personality and ability. He has not any previous training in handicrafts. Communicative skills--expresses himself well and intelligently, nervous and talks wildly and wisely.

SAFETY PRECAUTION: I think the child could be trusted in a work shop involving danger if trained in safety rules of the area.

REMARKS: ________doesn't respecthis father, he said, "My old man don't know his age, he says because he dodged the army." "He will about hit me anywhere with anything, he said his Mother did everything and his daddy didn't do nothing." He tells how he likes to agitate his daddy, said his family told him he didn't have any sense. He is always trying to defend himself and act like he knows everything and can't anyone help him. Wants speech therapy and he has trouble with sounds, which could be corrected with speech therapy. I wish we could give this service to child. He works to make money and do jobs at home. He is interested in woodwork.

Form #10

January 1962

____

Mental Retardation   Dallas

__________is slow in his work, but it is always done well and neatly. He tries hard in everything.

This student has made the most progress in oral and written communication.

________can read well and understands what he reads in Dolch's series of books. He does well in functional reading.

_______accepts constructive criticism well and respects authority.

He has always been regular and prompt in attendance.

Sometimes he becomes dominant in his relations with others and has trouble in making new friends. His appearance is neat and clean. Overall this student has potentials for a good worker.

/s/ Claudine Wasson
Classroom Teacher

Vocational Training:

__________has been assigned to our woodwork department under the close supervision of Mr. Mitchell. For safety reasons he will not be allowed to use the power machines in this department. He seems interested in this type work and asked to be placed there. _________lacks self-confidence, however, with patience and understanding I believe this will improve with time. I don't believe he will ever be able to obtain work in cabinet making or finish carpentry, but may obtain work in the broad field of construction work. He is gaining good work habits in this department which will help him in any type work.

Don Hand
Facility Director

Form #11

Rehabilitation Facility
Selma, Alabama
Evaluation Process Report

September, 1962

____

Mental Retardation (IQ 75)   Dallas County

This student was placed inour refinishing department on a half-day basis. However his attitude toward working in the shop has been very bad and we have discontinued his training temporarily in this deparment. It is my opinion that ________ has some very severe emotional problems and possibly should see a psychiatrist, with follow-up visits to the Mental Health Clinic here in Selma. ________does not seem to realize the importance of work and the responsibility of following rules and regulations which would be found in any job he would undertake. One occasion he left the shop and went

Form #11 (Continued)

home without saying anything to anyone of the shop supervisors. He resents anyone with authority, and it is my opinion that until he has help with his problems there will be little we can do towards helping him vocationally.

Donald F. Hand, Director

SEQUENTIAL REPORTS AND MEMORANDA
ON A PROJECT PUPIL-
CLIENT

Psychological Report

September 6, 1957 COUNTY, Dallas

NAME OF CLIENT:____________________ AGE: 11

Reason for Referral: _________ was friendly and cooperative in testing and on interview. Intellectual evaluation revealed an IQ of 75 which places him in the borderline category. In light of this it would be recommended that he be placed in a special class for the mentally retarded on a temporary basis until he can be either caught up, or until he shows his deficiency in a more drastic way. Since it is my understanding that there will be a limited amount of room available in the special classes, it would be suggested that this is not one of the children for whom critical arrangements are necessary and so he might well be one of the ones who will be deferred until such time as room becomes available.

Summary and Recommendation: The client is on the borderline of the intelligence classification and therefore should be placed in special class if room is available but not considered crucial if room is not available.

_______________, Ph. D.
Consulting Psychologist

PSYCHOLOGICAL REPORT

DATE OF TEST ADMINISTRATION: September 21, 1960

TEST ADMINISTERED: Wechsler Adult Intelligence Scale - see discussion below
Wide Range Achievement Test - Reading Grade Level 2.7
Spelling Grade Level 2.2
Arithmetic Grade Level 4.4

BACKGROUND DATA:

_____________ is a fifteen year old boy who is presently a student in the Special Education Class at the Selma Rehabilitation Facility. This child has attended special education classes in the Selma Public School System; he is receiving services at the Office of Vocational Rehabilitation because of a major disabling condition, mental retardation, which is said to be congenital. In addition, this child is said to have a secondary disability, a rather pronounced speech defect. According to information obtained from a report by his classroom teacher in the Special Class, __________ did not make much progress academically while attending her class. His teacher reports that he clung to the idea that he knew much more than he really did, and so rebuffs assistance and direction. She reports that he is well developed physically for his age and is a strong, sturdy boy. His teacher reports further that from his physical examination, there was a possibility that __________'s dizzy spells might possibly be petit mal.

BEHAVIOR DURING TESTING:

________is a young boy whose behavior immediately suggests that of a brain-injured child. He gives the appearance of being erratic in his thinking, highly distractible, and lacking in critical judgment. _________ does not appear to be fearful of strangers; he talks quite readily but with very little coherence. His thinking is shallow, and his judgment of situations does not appear to be sound. He shows a tendency to wander intellectually; he sometimes starts out to give a correct response and then wanders from idea to idea without their having any relationship to the original stimulus. He also seems to be full of various fears and anxieties; one receives the impression that this boy could easily become emotionally upset if he were placed in a stressful situation. The examiner was not able to complete testing because of the end of the school day intervened, but during the little time that was spent individually with this boy, the impression was obtained that he may well have some motor difficulties. He holds himself in a somewhat unusual posture, and walks with very little agility. There was no opportunity to observe hand-eye coordination, but the impression remains that this is not particularly good. In testing__________ was easily distracted, asked numerous questions, and frequently jumped ahead of the examiner rather than to listen and proceed as directed.

TEST DATA:

Since no tests of intelligence were available for children fifteen years of age, the Wechsler Adult Intelligence Scale was administered to ________with the advance understanding that at fifteen years of age ________would be compared intellectually with sixteen and seventeen year old children. On this test _________ received a verbal IQ of 71, indicating that his true intelligence level would be higher than that estimated by present test scores. These findings suggest that __________is not severely mentally retarded but is probably within the level of mild retardation.

On the result of the Wide Range Achievement Test _________'s test scores indicate that he is reading at the 2.7 grade level, spelling at the 2.2 grade level, and achieveing in arithmetic at the 4.4 grade level. These scores indicate that _________has not been able to achieve academically in proportion to his ability to learn as indicated by test findings. His reading and spelling scores are severely low; his arithmetic score, while higher than other areas measured, is below that which would be expected.

CONCLUSION:

____________'s inability to achieve in proportion to his ability to learn as indicated by intelligence test findings can readily be explained on the basis of brain injury. Children who exhibit the type of intellectual functioning observed in ________ frequently are unable to utilize to the fullest advantage their intellectual ability. This child's confusion in thinking, poor memory, extreme difficulty with conceptualization, and poor critical judgment combine to produce rather severe handicapping conditions in terms of learning academic material. It is, therefore, the impression of the examiner that __________may well not be able to make outstanding progress in the Special Education Class and that instruction vocationally will need to be slanted toward his particular needs which will include frequent repetition, a non-stressful atmosphere, and routine, repetitive work.

It is suggested that this child be rescheduled for administration of the performance part of the WISC with possibly a measure of manual dexterity.

Psychological Consultant

CASE PROGRESS REPORT

Name	Previous Status 5	Present Status 5	Date 12/3/62
Address Selma, Alabama		County Dallas	Referral 05

This client has had considerable problems and he was seen by Dr.__________, psychiatrist of Birmingham. It was Dr._______'s recommendations that this person be seen in the Endocrine Clinic at University Hospital and client is now in the midst of those tests. We are unaware of what tests have actually been run or needs to be run on ____________, however, it is our intention to provide services as recommended by Dr. ______ and the medical staff at University Hospital so that a better determination might be made as to why this person is having considerable problems. Client feels that everyone is against him and states that he hates his mother and father. Client has spent several nights sleeping in the woods. Arrangements were made for him to stay temporarily at the Salvation Army but it has been learned that he did not go to the Salvation Army but is staying with friends. Client states that he hears voices and his body aches all over. A report from the University Hospital regarding __________'s visit on 11/27/62 gives three possible diagnosis- 1) possible ulcer, 2) rectal bleeding, cause unknown, 3) probable schizophrenic. It is understood that client has three or four more appointments and it is hoped that a definite diagnosis can be reached by the University Hospital. Client will remain in a status 5 until further disposition is made of his case.

CLB/ms

CASE PROGRESS REPORT

Name	Previous Status 1A	Present Status 1A	Date 3/1/62
Address Selma, Alabama		County Dallas	Referral 05

This person's progress has been evaluated by the admission team of the Selma Rehabilitation Facility's special class, including Mr. Donald Hand, Director, Mrs. Claudine Wasson, Teacher and Mrs. Jackie Russell of the Selma City School System, and this rehabilitation counselor. It is felt by all concerned that ___________could possibly profit from ½ day in our shop work and ½ day in the classroom situation. It is anticipated that _________will need considerable work adjustment training before actual training is undertaken. Client's situation will be re-evaluated at a later date and there is a possibility that client's situation could be changed at that time.

Client will be held in a 1A status until further disposition is made of his case.

CLB/ms

CASE PROGRESS REPORT

Name	Previous Status 1	Present Status 1A	Date 10/2/61
Address Selma, Alabama		County Dallas	Referral 05

Arrangements have been made for client to have three months personal adjustment period in the special education class at the Selma Rehabilitation Facility beginning October 2, 1961.

CLB/ms

CASE PROGRESS REPORT

Name	Previous Status 0	Present Status 1	Date 10/2/61
Address Selma, Alabama		County Dallas	Referral 05

This 16 year old white boy is vocationally handicapped due to mental retardation with an I.Q. of 71 as measured by Mrs. __________, psychological consultant, Montgomery, Alabama. He also has dizzy spells which is felt might be petit mal epileptic type seizures. It is felt that these are problems due to a brain injury. Client has been a member of the special education classes in the Selma Public school system since their inception in 1955. It is indicated that an evaluation period in the special class for older age children at the Selma Rehabilitation Facility is indicated in order to appraise for a vocation potential and set up a training program.

CLB/ms

REHABILITATION PLAN

Division of Rehabilitation
and Crippled Children
Vocational Rehabilitation

Name________________________ Address Selma, Alabama County Dallas
Disability Mental Retardation (I.Q. 71) Age 16
Employment Objective Pre-vocational

	Services Planned	Cost
CS A	Diagnostic procedures.....	215.00
CS B	Surgery and treatment.....	
CS C	Prosthetic appliances.....	
CS D	Hospitalization and convalescent care..............	
CS E	Training and training materials.................	
CS F	Maintenance and transportation............	
CS G	Tools, equipment and licenses.................	
CS H	Other(Specify)...........	

Narrative

CS.A General medical provided by Dr.____ Selma, Alabama, cost $5.00.

Eye examination and ear examination provided by Dr.________,Selma, Alabama. Cost of $5.00 each. Total cost of medical examination $15.00.

Psychological evaluation provided by Mrs.______, Montgomery, Alabama, at a cost of $20.00.

Three months personal adjustment to be provided by the Selma Rehab. Facility, 402 Jeff Davis Avenue, Selma, Alabama, at a cost of $40.00 per month beginning October 2, 1961.

Training supplies for the personal adjustment period to be provided by the Selma Rehabilitation Facility at a cost of $10.00 per month.

Subsistence to be provided by this client's family at no cost to VRS.

	Services Planned	Cost	Narrative
SD-1	Small business enterprises a. Equipment................ b. Initial stock and supplies...............		Transportation for the adjustment period to be provided by the Selma Rehab. Facility at a cost of $10.00 per month. JUSTIFICATION: This client is unable to function adequately in academic and socio-economic areas due to mental retardation (IQ 71) and therefore is unable to obtain or be considered for employment at this time. Client has been selected by the admittance committee of school and VRS personnel to enter the special education class at the Selma Rehab. Facility. This three months personal adjustment period is essential before a definite program can be worked out
	Total....................	215.00	

/s/ Charles L. Bryd Date 10/2/61
Counselor

MEMORANDUM

Date: November 9, 1961

To: Mr. Donald Hand RE:____________

From: Charles L. Byrd

Attached please find copy of medical by Dr.____________ of Drs._______, _________ and _______, dated October 12, 1961. When __________needs to see the doctor, be sure to have him go. VRS will provide for medical treatment. (Medical Report omitted)

REHABILITATION PLAN

Name____________________ Address Selma, Alabama County Dallas
Disability Mental retardation (IQ 71) Age 16
Employment Objective Vocational Evaluation

	Services Planned	Cost	Narrative
CS A	Diagnostic procedures	540.00	SEE ORIGNIAL EXCEPT AS INDICATED BELOW: CS A. Vocational evaluation for a period of nine months to be provided through the Selma Rehab. Facility, 402 Jeff Davis Ave., Selma, Alabama, at a cost of $40.00 per month. This period of evaluation is to begin January 2, 1962. Estimated cost of evaluation, $360.00. Training supplies for the evaluation period to be provided by the Selma Rehab.
CS B	Surgery and treatment		
CS C	Prosthetic appliances		
CS D	Hospitialization and convalescent care		

	Services Planned	Cost
CS E	Training and training materials	
CS F	Maintenance and transportation	
CS G	Tools, equipment and licenses	
CS H	Other	
SD-1	Small busniess enterprises a. Equipment b. Initial stock and supplies	
	Total	540.00

Narrative

Facility, at a cost of $10.00 per month. Estimated cost of supplies, $90.00.

Subsistence for the evaluation period to be provided by client's family at not cost to VRS.

Transportation for the evaluation period to be provided by the Selma Rehab. Facility, Selma, Alabama, at a cost of $10.00 per month. Estimated cost of transportation, $90.00. Estimated total cost of diagnostic procedures, $540.00.

JUSTIFICATION:

This person is enrolled in the special class for upper aged mentally retarded at the Selma Rehab. Facility. Client has received three months evaluation and has made much progress during this period, however, it is recommended by the staff at the Facilit that this person receive an additional nine months evaluation in order to determine whether or not client can be placed in full time training and/or employment. It is felt that these services are necessary before a definite program can be worked out.

/s/ Charles L. Byrd Date 1/3/62

CASE PROGRESS REPORT

Name	Previous Status	Present Status	Date
	1-A	1-A	1/3/62

Address		County	Referral
Selma, Alabama		Dallas	05

This person has received three months evaluation at the Selma Rehabilitation Facility, 402 Jeff Davis Avenue, Selma, Alabama and has made much progress. However, it has been recommended by the staff at the Facility that this person should receive an additional 9 months vocational evaluation in order to determine whether or not client can be placed in full time training and/or employment. Plans have been completed for this person to receive these services.

CLB/ms

REHABILITATION PLAN

Name Address Selma, Alabama County Dallas
Disability Mental Retardation (IQ 71) Age) 16
Employment Objective Woodworking

	Services Planned	Cost
CS A	Diagnostic procedures	
CS B	Surgery and treatment	
CS C	Prosthetic appliances	
CS D	Hospitalization and convalescent care	
CS E	Training and training materials	495.00
CS F	Maintenance and transportation	90.00
CS G	Tools, equipment and licenses	
CS H	Other	
SD-1	Small business enterprises a. Equipment b. Initial stock and supplies	
	Total	585.00

Narrative

SEE ORIGINAL EXCEPT AS INDICATED BELOW:

CS E. Nine months training to be provided by the Selma Rehab. Facility, 402 Jeff Davis Ave., Selma, Alabama, with 1/2 day's activities in the Special Class for upper aged mentally retarded and 1/2 day's participation in the woodworking department of the Facility, at a cost of $40.00 per month, beginning 9/4/62.

Supplies for the training period to be provided by the Selma Rehab. Facility, Selma, Alabama, at a cost of $15.00 per month. Estimated total cost of training and training supplies, $495.00.

CS F. Maintenance for the training period to be provided by client's family at no cost of VRS.

Transportation for the training period to be provided by the Selma, Rehab. Facility, Selma, Alabama, at a cost of $90.00 ($10.00 per month).

JUSTIFICATION:

This person is unable to function adequately in academic and socio-economic areas due to mental retardation (IQ 71). Therefore, he is at this time unable to obtain or be considered for employment. Client has again been selected by the admittance committee of the school and VRS personnel to enter the Special Education class at the Selma Rehabilitation Facility. It is hoped that after this period of part time training in the woodworking department at the Facility and part time academic training in the classroom, this client can be considered for full-time training and/or employment. Client is eligible for those services as shown by the figures on his financial needs statement.

/s/ Charles L. Byrd Date 9/4/62 cc/Selma Rehabilitation Facility

CASE PROGRESS REPORT

Name	Previous Status 1A	Present Status 2	Date 9/4/62
Address Selma, Alabama		County Dallas	Referral 05

This client has been selected again by the admittance team to attend the Special Class for upper aged mentally retarded at the Selma Rehabilitation Facility. It is anticipated that this person will spend 1/2 day in the Special Class for upper aged mentally retarded and 1/2 day in the woodworking department of the Selma Rehabilitation Facility. This period of academic and tryout training is to begin 9/4/62, and will continue for a period of nine months.

CLB/ms

CASE PROGRESS REPORT

Name	Previous Status 2	Present Status 5	Date 9/7/62
Address Selma, Alabama		County Dallas	Referral 05

This client entered the Special Class for upper aged mentally retarded on 9/4/62, as planned. Since this client's IQ is 71, he falls within the range of requirements of this class. It is anticipated that he will spend 1/2 day in the classroom for academic purposes and 1/2 day in the shop area with tryout experiences in the woodworking department of the Selma Rehabilitation Facility. It is hoped that eventually this person can be placed in full time training and/or employment.

CLB/ms

MEMORANDUM

Date: October 15, 1962

To: Mrs. Thalm Giles

Re: ________________
Dallas County

From: Charles L. Byrd

I am enclosing copies of psychological examination and general medical examination completed on the above named client and I would appreciate your making arrangements for this person to be seen by Dr._______ and advise. We feel that this person has mental problems and would like a psychiatric evaluation.

CLB/ms

MEMORANDUM

Date: November 8, 1962

To: Mrs. Jacque Russell

Re: ________________
Dallas County
(Special Education Class)

From: Charles L. Byrd

Attached you will find a copy of the psychiatrist's report completed by Dr.________ on 11/5/62 on the above named.

Request has been made to our Birmingham office that arrangements be made for this boy to have further studies at University Hospital as a Staff-Rehab case, and we will keep you advised as to developments in this case.

CLB/ms

November 5, 1962

Mr. Charles L. Byrd, Counselor
Vocational Rehabilitation Service
Dallas County Court House
Selma, Alabama

Dear Mr. Byrd:

I sincerely thank you for the referral of __________for a neuropsychiatric evaluation.

May I say, from the outset, that I agree with you that this boy is mentally ill rather than merely retarded. Information obtained from the patient, from you, from Dr.________and Mrs.__________, and from Mrs.________, the lady with whom the patient stays at the present time, reveals that he had a peculiar episode at the age of eight, when he saw "snakes and chickens and faces" all around him, and was seen by a doctor who said that he probably would grow out of this. Since then, he has had fits or spells, which his landlady ascribes to meanness, but which the patient describes as episodes when he sees all kinds of faces around him. He has also had auditory hallucinations, hearing his father call him. As you pointed out, he is also somewhat paranoid, particularly toward his parents. His father is said to drink, and the patient is particularly afraid that his parents will send him to Bryce Hospital. They have told him repeatedly that he is crazy and belongs there. I note that Mrs. __________'s test results suggested only mental retardation, with an I.Q. higher than 71. This is confirmed by direct examination.

The patient has also complaints of his abdomen, and claims that he passes blood by rectum and also vomits blood. This, of course, requires further medical evaluation. He says that his legs ache and throb, and that he feels hot in the face every afternoon. For the past two or three years, he has made his home with Mrs. _______, since he cannot get along with his parents. He told me that he slept in the woods the other day because he was afraid that his father would send him off to Bryce. His mother is said to be nervous. There is no definite history of mental illness in his family. One brother was killed in a car wreck. The patient went to fourth grade in school, and was then put in a special school, even through he got along fairly well in his studies, according to what __________says. Another important symptom is that of feelings of depersonalization, which is extremely suggestive of a paranoid schizophrenic process. He says that he looks upon himself, and has the feeling that he is still a little boy, and his body is just as small as it was when he was eight years old. There is no obvious sexual retardation, and he has begun to shave. There is no history of head injury or encephalitis. You told me that the patient resents authority, but he himself denies this.

His doctor found no physical abnormality, On mental examination, many of this boy's symptoms have already been described. His affect is moderately flat. However, he smiles appropriately at times, and is quite friendly and cooperative. Attention, memory, and concentration are fair. There is no loosening of associations. He is somewhat preoccupied with his physical symptoms. On neurologic examination, there is rather marked pigmentation of the retina. This holds true for both fundi. There is definite foreshortening of both feet, and there is a soft tissue swelling over the lateral dorsum of both feet. The pulse rate is normal. There is no polydactyly.

Even though I am not an ophthalmologist, and I cannot speak with authority on this, I would believe that this boy shows the characteristic picture of retinitis pigmentosa. There are certain syndromes which are characterized by mental retardation and retinal pigmentation, together with other abnormalities. At times, these are associated with polydactyly. Sometimes, epileptiform attacks accompany these diseases, but this patient gives no history of unconsciousness. The auditory hallucinations and feelings of depersonalization are quite characteristic of a schizophrenic process, but the visual hallucinations are rarely seen in this disorder. I cannot make a diagnosis without further study, with absolute certainty. He should probably have further medical, particularly endocrine, studies. Again, it is entirely possible that his symptoms (except for the retinitis) are on the basis of a schizophrenic process. I have given__________30 Thorazine tablets, to take 25 mgm. q.i.d., unless this medication makes him too sleepy or causes other side-effects, such as a rash. I would very much appreciate receiving a follow-up, so that I know how well he responds to this medication. If his symptoms subside, we should probably continue him on Thorazine. If you feel that further studies can be carried out, I could make an attempt to have him studied at the Medical Center in Birmingham for the possibility of a pituitary or other endocrine disorder.

I certainly appreciate the referral of this very interesting case and remain

Most sincerely yours,

_____________, M.D.

MEMORANDUM

Date: November 9, 1962

Re: ________________
Dallas County

To: Mr. Carl Monroe

From: Charles L. Byrd

I am enclosing a copy of a report from Dr.___________of Birmingham regarding the above named. You will note from the enclosed report that Dr.______feels client should have further medical studies, particularly endocrine. Please make an appointment for this person to be seen in the Endocrine Clinic as a staff-rehab patient and advise. We would like an appointment as soon as possible and request that Dr________ be kept informed at all times on this client's case as he (Dr. ______) is the one who recommended these studies.

CLB/ms
Enc/1

MEMORANDUM

Date: November 30, 1962

Re: ________________
Dallas

To: Mr. Charles L. Byrd

From: Carl Monroe

I called Miss_______who is in charge of the Endocrine Clinic appointments, and she stated that it would be necessary for the above named client to come in at 7:00 a.m. for at least 2 of his appointments. The first two appointments are very important and he should be there early, however, he might be able to come in around 10 a.m. for the other appointments.

VOCATIONAL REHABILITATION SERVICE
629 South 18th Street

TO

Staff Rehabilitation Program
Hillman Clinic - University Hospital

November 13, 1962

TO: Mrs. Mary E. Stanford

FROM: Carl Monroe

This client's counselor is being requested to ask the client to come to Hillman Endocrine Clinic on Tuesday, November 27, 1962 at 12 noon for evaluation of his condition. The client will report to Mrs. Mary E. Stanford in the Outpatient Dept., Hillman Clinic, located between 19th and 20th Streets on 6th Avenue, South, Birmingham shortly before the time specified above. The client will obtain a Red Cross Blood card before coming to clinic or bring a friend or relative who will donate a pint of blood at the American Red Cross, 500 North 20th Street, Birmingham (between 9:00 a.m. and 4:30 p.m. Monday through Friday) for that purpose. The counselor will send the client an introductory letter to bring to clinic.

The client will come prepared to be admitted to the hospital but will understand that he may not be admitted and might need to return later for further clinic study and/or hospitalization.

Client's name________________ County Dallas
Address________________
Telephone Number________________
Age________ Race________ Sex________ Voc. Objective________
Diagnosis pituitary or other endocrine disorder
Information enclosed Specialist Medical
Remarks________________

Our service will greatly appreciate any consideration extended to this client for the indicated treatment.

Thank you for your cooperation and if additional information should be needed, please let me know.

CM:
cc: Mr. Charles L. Byrd

TUSCALOOSA EVALUATIVE PROCEDURE

Admissions and Dismissals. The Admissions and Dismissals Committee is composed of the Superintendents from Tuscaloosa City and Tuscaloosa County School Systems, Curriculum Consultant, Tuscaloosa City Schools, Guidance Director, Tuscaloosa County Schools, Rehabilitation Counselor, Workshop Manager, and Project Class Teacher. The project class teacher serves as chairman for that group and acts in the capacity of secretary to keep minutes of each meeting.

Admission into the Research and Demonstration Project Class is based upon medical, psychological, school records, chronological age, parental and applicant attitudes, recommendations from former teachers, and consideration of physical disability, such as convulsive disorders which are not under sufficient control to warrant placement in such a project class. It should be noted that the initial eight pupil-clients in this project class were the most severely involved physically of any of the youths on the entire project.

Referrals may be made by the school superintendents, city and county school system principals, classroom teachers, attendance supervisors, counselors from city and county schools, and other interested public and voluntary agencies or individuals.

Provision is made for placement within the class on a trial basis to be followed by careful observation and assessment by the project teacher and workshop personnel. Identification of a possible work potential leading to employment is critical in this assessment.

Evaluation. Pupil-clients are placed in the workshop setting for periods varying from one hour to one-half day. Careful supervision is provided by instructors and workshop director. During time within the workshop, the following ensues: (1) evaluation, (2) personal adjustment, (3) pre-vocational training.

The evaluative process is continuous, being done by the project teacher within the classroom itself and also in the workshop setting through observation of pupil-clients while attempting various tasks which have been assigned. Written reports are made by the project teacher and workshop manager after which staff conferences are held. Included within those conferences are the project teacher, workshop manager, instructors, rehabilitation counselor. Problems, their possible solutions, progress, regression, and future planning are discussed

The project teacher maintains an adapted anecdotal record, Form #1, page 208, when an observation is worthy of recording. A type of continuous observation-evaluation record is maintained for each pupil-client, Form #2, page 208 . Some of the same forms used for evaluation by the instructors are also utilized by the project teacher; therefore, the opportunity for parallel check and evaluation is stressed. Form #3, page 209 , and Form #4, page 210, are used for this reporting.

A monthly summary report, Form #5, page 211, is made for each pupil-client. In those evaluations by the project teacher, consideration is given to personal,social, and vocational adjustment. A check sheet for social adjustment of each pupil-client is utilized four times each school year. Copies of all evaluative reports are filed within the client's records, by the workshop director, and by the rehabilitation counselor.

Examples of workshop construction and evaluation are shown in Form #7, page 212, and Form #8, page 213. For those pupil-clients unable to read the name of the various parts, the instructor completes the evaluation orally. A weekly evaluation pertinent to a particular work activity or work adjustment is completed using forms similar to Form #6, page 211 . Those may be repeated if the client receives additional training or work experiences. Form #9, page 214, is made as a regular report by the instructors at the workshop after a pupil-client has completed an evaluation. The workshop manager completes and annual progress report for each client as noted in Form #10, page 215. Those evaluative reports are filed within the workshop and copies are provided the project teacher for inclusion within the cumulative folder of the respective pupil-client. Those evaluations are available to the rehabilitation counselor at all times. Such evaluative reports are sources for conferences of the rehabilitation counselor, workshop director, and project teacher. They also are used to serve as sources for data in progress reports made by the project teacher to the Admissions and Dismissals Committee at their monthly meeting.

A significant aspect of work experience was utilized in this project for the first time this year. That consisted of a pupil-client placed in a work experience for evaluation by an individual other than regularly employed personnel. The purpose of tha type evaluation was to determine how effectively a given individual could function in a job of the type employed. The employer had previous conferences with the project teache and was informed concerned the characteristics of the pupil-client and guide lines and suggestions for evaluations were discussed. The project class teacher and all personnel within the facility indicated thatthat type of work experience was feasible and valuable and could be used to a greater degree than previously. Form #11, page 216, is a report of that evaluation.

Evaluation in terms of work adjustment and personal adjustment is completed cooperatively by the project teacher and workshop manager through observation and assessment. Facility objectives are as follows: (1) work adjustment for pupil-clients on activities related to real or simulated work. Those consist of punctuality, ability to get along with others, handling of tools and equipment, work habits, ability to follow instructions, safety, developing work tolerance, and developing work skills. (2) Personal adjustment which consists of behavior, grooming, and activities of daily living.

Workshop activities are in the form of pre-vocational activities which will indicate a possible vocational objective for the pupil-client. The following activities are available for evaluation in pre-vocational training: (1) furniture upholstering and refinishing. That area provides a multitude of work experiences which are considered essential and mandatory in practically any final work objective that may be determined for a given pupil-client. Activities applicable to other work areas would be handling of material, hand sanding, stripping, stuffing, hand painting and spray painting, repairing, polishing, refilling,sawing, lathe work, and sanding machine work. Those activities and experiences help determine work objectives in fields such as body shops, cabinet making, carpentry shops. (2) Sewing and homemaking have provided the facility with the ability to serve female pupil-clients. Those activities provide observation and evaluation opportunities for females. (3) Concession stand operation to provide real experience in operating a small business.

Job Training and Placement. The decision may be made at any time to withdraw a pupil-client from the class and workshop and place him on a trial basis for job training in a local business or industry. That is the final step toward permanent placement or employment. Currently, a summary report is used by the counselor after a conference with the project teacher and workshop manager. That summary is composed of all evaluations made while the pupil-client was in the workshop and the classroom. Sequentially, job placement usually follows the vocational training period and a two to three weeks period of trial with an employer. After job placement, the rehabilitation counselor continues a careful follow-up for a minimum of three months with periodic conferences held with the supervisor and/or employer, employee, or pupil-client or with both simultaneously to determine whether or not the client is adjusting on the job and if the employer is satisfied with the work of the pupil-client. If satisfaction is obvious, the case is considered closed.

A possible source of referral is the local Vocational Technical and Trade School which may be considered if recommended by the rehabilitation counselor. Such a recommendation is made only after careful consideration based on many and varied observations and evaluations over a period of months. Each such placement is made on a trial basis due to the fact that the usual requirement for admission to the Trade School is a minimum functional level of ninth grade in arithmetic, reading, and spelling. Since the mentally retarded youth cannot function on that level, other considerations must be given to the potential of the client.

Counseling. Periodic home visits are made by the rehabilitation counselor, workshop manager, and project teacher. The project teacher makes numerous home visits during the time a pupil-client is placed within the project class. Routine visits are made by other members of the group. Should the need arise, visits are made more frequently and by the three noted members of the committee as a committee. Counseling then is done at the time of those visits. That counseling is in addition to the continuous process within the project class and workshop itself. Specific assumption of responsibility for counseling with a particular parent or pupil-client is the decision of the group and the individual who seems best fitted to discuss the situation serves as the counselor.

TUSCALOOSA EVALUATIVE PROCEDURE FORMS

Form #1

December 17, 1962

______has been in the upholstery department for a month now on a half-time basis. When ever Mr. Hubbard is not there I find ______sitting or lying down on a sofa in the shop doing nothing. He seems quite capable of doing the work there, and when he works he does a good job. I do not know whether he is supposed to do anything while Mr. Hubbard is absent or not. From observation though it seems that none of the people in there work unless Mr. Hubbard isthere.

_____made a beautiful gun rack a week ago. He did this work in the shop, and worked hard at it.

Form #2

Place: Classroom and workshop

Time: During the entire day

This afternoon ______wanted to make a frame for his picture. When I went out in the shop ________was putting a piece of wood through the band saw. I went over to him and asked him why he was using it. (_________had broken a saw one morning before school started, and Mr. Mills told me that he had told _______not to use any of the electrical tools.) Tommy said that one of the instructors told him he could use it. I explained that unless the instructor was right next to ______ or Mr. Mills was helping him that he could not use it, and would have to cut it off.

October, 1962

_________has been in the shop for a month now. He has shown little interest or improvement in the shop. I constantly have to force _______to work. He will go to the bathroom and stay for ten or fifteen minutes until I go and knock on the door and tell him to come out. If I do not stand over him he will leave the working area and go and smoke a cigarette. For the first two weeks every time _______ went out in the shop he would carry a coke with him. I made him stop this, and then he would go out and sit in a chair. When I would be close to _________ he would half way sand on a piece of furniture, but if I left he would stop.

I discussed this with______. He was unrealisitc about ever wanting or getting a job. He does not like to work in the shop, and seems determined to do as little as possible.

December 7, 1962

________went out in the shop today and worked about twenty minutes. I left the shop to see Mr. Mills and when I returned ______was not out there. I found him sitting in a chair by the coke machine cutting up a paper cup with a knife. I told him to get up and go back to work. ______grinned and said that he would go in a minute. I again told________ I said for him to get up. ______ replied in just a minute. By this time I was rather furious. I leaned down and grabbed the cup from ________'s hand and told him that when I said get up I meant it! This time

Form #2 (Continued)

________moved rather fast. He went in the shop with me following, and got some sand paper and a piece of wood. I went over to see some of the other boys and cool down. In a few minutes I returned to ________and found him half-way sanding. He seemed sullen, and resentful. He did little the rest of the shop time.

Form #3

WORK HABITS

III. Check the block that you feel best describes the client for each item.

	Poor	Fair	Acceptable	Good	Excellent
1. Follows instructions					
2. Dependable					
3. Works with others					
4. Observance of safety rules					
5. Care of tools					
6. Interest in work					
7. Punctuality of client					
8. Ability to work without supervision					
9. Ability to use work time					

Considering all of the above criteria, would you recommend: (circle recommendations applicable)

1. Increasing the workshop time of the client.
2. Part-time employment for the client.
3. Full-time employment for the client.
4. Leaving the client's workshop time as is
5. Decreasing the client's workshop time.
6. Counseling the client andplacing him on probationary status.
7. Dropping the client from the total program.
8. Can make no recommendations at this time.

Remarks:

Name______________________________

Form #3A

Student Name____Rater________________________

Dates___________To________________Handicaps____________________________________

Please indicate your opinion of this client's progress, ability, and/or potential as measured by the following criteria in each area.

PERSONAL HYGIENE

I. Check the block that you feel best describes the client for each item.

	Rarely	Occasionally	Frequently	Usually	Always
1. Body Clean					
2. Hair Cut					
3. Clothes Clean					

Form #3A (Continued)

	Rarely	Occasionally	Frequently	Usually	Always
4. Shoes clean					
5. Dresses neatly					

ATTITUDES AND PERSONALITY

II. Check the block that you feel best describes the client for each item.

	Poor	Fair	Acceptable	Good	Excellent
1. Reaction to authority figures					
2. Reaction to criticism					
3. Relations with co-workers					
4. Respect for the rights of others					
5. Self control					
6. Courtesy					
7. Obeys rules or demands					
8. Honest					

Form #4

Student Name__________ Rater Mr. Hubbard

Dates December 1 To January 1 Handicaps None

Please indicate your opinion of this client's progress, ability, and/or potential as measured by the following criteria in each area.

PERSONAL HYGIENE

I. Check the block that you feel best describes the client for each item.

	Rarely	Occasionally	Frequently	Usually	Always
1. Body Clean				x	
2. Hair Cut					x
3. Clothes clean				x	
4. Shoes clean				x	
5. Dresses neatly					x

ATTITUDES AND PERSONALITY

II. Check the block that you feel best describes the client for each item.

	Poor	Fair	Acceptable	Good	Excellent
1. Reaction to authority figures			x		
2. Reaction to criticism				x	
3. Relations with co-workers					x
4. Respect for the rights of others				x	
5. Self-control				x	
6. Courtesy			x		
7. Obeys rules or demands				x	
8. Honest				x	

Form #5

TUSCALOOSA REHABILITATION FACILITIES
Monthly Evaluation Report

Month Ending November 28, 1962

Client's Name____

Department____

1. Emotional Maturity
__________seems to be improving each day. He enjoys being in the workshop one-half day, and even though immature in some of his actions, he is improving.

2. Ability to get along with Others
There has been much improvement here. ______doesn't "play" around - hit, punch, etc., as much as he did with the other boys.

3. Work Habits
He is a good worker, and is beginning to work harder on tasks which he doesn't like

4. Motivation
_______needs motivation on any job he does not really want to do.

5. Regards for Safety
He is still careful to obey rules and safety signs

6. Stability
He will usually stay with a task until finished, but he does not like to clean up or put up materials in the class room.

Instructor's Comments:

There has been much improvement in _________'s emotional maturity.

Instructor's signature
/s/ Mrs. Barbara Eubanks

Form #6

Trainee:

Date: May 22, 1962

_______has made a great deal of progress since attending the workshop. He has learned the names and purposes of practically all the hand tools in the woodwork shop. He is capable of using the most of these tools with a considerable amount of competence. He uses good judgment in his work. He has the ability to look ahead and figure things out for himself.

_______has learned the procedure (in the right sequence) of refinishing furniture. He can refinish from start to finish a piece of furniture. He can do many repair jobs if they are not excessively complicated. He is able to use the measuring instruments, squares, etc. accurately. He is capable of reading the labels on the stains and varnish cans and follows directions and instructions well.

Form #6 (Continued)

_______worked about two months for one hour each day in the upholstery shop. Mr. Hubbard, his instructor, reported that he was willing to work and seem to learn fast, although he did very little of the actual work. _______spent most of his time observing the other clients in the upholstery shop.

_______is a small thin young man but is strong for his size. He seems to be used to hard physical work, because he does not tire easily when he works an eight hour day. He has good muscular coordination as well as good hand-eye coordination. He works quite rapidly and accurately with his hands. This was evident when he counted bags in the assembly line of our sub-contract job.

________has very good work habits. He can be relied upon to remain on any job to which he is assigned until it is finished. He is always on the job on time and does not require steady supervision and prodding by his instructor.

________gets along well with all the other trainees in the shop. He was quite shy and withdrawn to begin with, but he has adjusted well to the workshop situation. He mixes and relates well to the group now and is well accepted by everyone.

As for _________'s vocational potentials, I think there are several possibilities. He could learn almost any unskilled work. With the proper training he may be able to learn some skilled trade such as cabinet making, carpentry, or auto mechanics. I think that if he went into any skilled trade his training would have to consist wholly of on-the-job training due to his lack of reading and arithmetic skills.

_______has made much progress in both social and work skills in the shop. I think that he could profit from a few more months in the special class and the workshop.

Form #7

GUIDE TO PART I

Small Motors

(Line drawings of 25 items accompany Part I; they are not reproduced.)

1. Ratchet wrench
2. Wood saw
3. Speed Handle
4. Feeler Gauge
5. Combination Wrench
6. Compression Gauge
7. Pliers
8. Chisel
9. Screw Driver
10. Pipe wrench
11. Micrometer
12. Adjustable Wrench
13. Open end wrench
14. Hack saw
15. Ring Grove Cleaner
16. punch
17. Box Wrench
18. Claw Hammer
19. Piston Ring tool
20. Extension

Form #7 (Continued)

21. Cutting Pliers
22. Socket
23. Valve Grinding Tool
24. File
25. Mechanic Hammer

GUIDE TO PART II

1. Carburetor Needle Valve and Seat
2. Connecting Rod
3. Gas Tank
4. Valve Lifter
5. Piston Pen
6. Carburetor
7. Muffler
8. Valve Spring
9. Fly Wheel
10. Cut-off valve
11. Cranking Rope
12. Valve
13. Oil Filler
14. Cylinder Block
15. Piston
16. Spark Plug
17. Crankshaft
18. Carburetor Float
19. Valve Cam
20. Lock for Piston Pen

(Line drawings accompany
this but arenot reproduced)

GUIDE TO PART III

1. Putting Engine in Time
2. Measuring Engine Stroke
3. Adjusting Carburetor
4. Measuring Float Level
5. Putting on piston Rings
6. Grinding Valve
7. Measuring Engine Bore
8. Measuring Valve Clearance
9. Measuring Spark Plug Gap
10. Filing Valve

Form #8

EVALUATION SHEET
IDENTIFICATION AND USE OF SIMPLE TOOLS

_______________ Trainee

5-21-62 Date

Form #8 (Continued)

TOOLS	IDENTIFICATION		PURPOSE		PERFORMANCE			
	YES	NO	YES	NO	GOOD	FAIR	POOR	UNABLE TO WORK
Claw Hammer	X		X		X			
Ball Pein Hammer	X		X					
Tack Hammer	X		X		X			
Mallet	X		X					
Hand Saw	X		X		X			
Back Saw		X	X		X			
Coping Saw		X	X		X			
Key Hole Saw	X		X		X			
Foot Rule	X		X		X			
Yardstick	X		X		X			
Zig-zag Rule	X		X		X			
Framing Square	X		X		X			
Try Square	X		X		X			
Brace & Bit	X		X		X			
Hand Drill	X		X		X			
Common Screwdriver	X		X		X			
Phillip Screwdriver	X		X		X			
Counter Sink		X	X			X		
Jack Plane	X		X		X			
Hand Plane	X		X		X			
Spoke Shave		X	X			X		
Vise	X		X		X			
Wood Chisel	X		X			X		

Form #9

TRAINING PROGRESS REPORT

1. Name of Trainee________________ Month Ending 9-30 1962
2. Job Objective of Trainee Furniture Repair and Refinishing
3. How Many Days Absent This Month? None Why________
4. How Many Times Tardy?________ Why?________
5. Progress This Month:
   Accelerated....___
   Average....... x
   Slow...........___
   No progress....___
6. Quality of Work:
   Excellent....___
   Good.........___
   Fair......... x
   Poor.........___
7. Cooperation in Training
   Cooperative.....___
   Fairly cooperative x
   Indifferent......___
   Not cooperative..___
8. Difficulties
   Learning subject matter________
   Handling tools or machines________
   Speed________
   Accuracy________
   Following instructions x
   Other difficulties:
   With disability________
   With appliance________
   With general health________
   Other (describe)________
9. Subjects or Operations This Month - With Grades

Subjects or operations	Grade or Rating	Subjects or operations	Grade or Rating
Sanding	Fair	Repairing	Fair
Stripping	Fair	Spray Painting	Good
Staining	Fair		

Form #9 (Continued)

10. Has trainee begun to earn a wage? No

11. In your opinion, is this the kind of training for which the man is best suited? Yes

12. Remarks ______

Training Agency Tus. Rehabilitation Facility
(Address) 1711 Hargrove Road
(Signed) /s/ Henry Rosborough

Form #10

PROGRESS REPORT

Trainee: ______
Date: May 24, 1963

______has attended the special class and workshop slightly less than one school term. Prior to this he had attended regular classes at Tuscaloosa County High School. He was in the 9th grade. ______has no physical handicap, but functions in the moderate mentally deficient range of intelligence.

He has been evaluated and trained in the wood work shop. This evaluation and training has consisted of names and uses of hand and power tools, sizes of plywood and sand paper, proper work habits and the procedures in refinishing furniture. He has been in the workshop from one to four hours each day.

Considering the fact that he had no work history before attending this shop, ______ has accomplished a great deal. His work habits have been very good, His attendance has been regular and he is always on time. He works willingly on any job to which he is assigned. He will remain on a job until it is finished. He can follow simple instructions and continues to work without close supervision. He seems to be well motivated to learn a trade and to become employed. He has brought several chairs from his home and refinished them by himself. He knows the different steps in refinishing furniture. He also can mix lacquer and apply it with a spray gun. In addition to refinishing furniture he also upholstered a chair and stool. ______shows aptitude and interest in upholstering and refinishing.

______'s relation with the fellow students and his instructors are good. He gets along well with everyone. He is courteous and well mannered. His personal appearance is always good. He is neat and clean and always has a neat hair cut.

______'s vocational prognosis appears to be very good. He is well motivated and shows interest in the trades offered at this workshop and apparently has the ability to learn them. I definitely feel thathe has benefitted from experience obtained in the workshop this year. He seems to have matured somewhat and his coordination and dexterity have improved. My recommendation is that he attend the workshop full-time this summer and return to the Special Class and workshop in September, 1963.

Form #11

WORK EXPERIENCE EVALUATION

Date: May 28-29
Evaluator: ____________

Type Work: House and Yard Cleaning

I. Attitude. ______maintained an excellent attitude toward supervision at all times. He also had a good attitude toward work per se. He seemed eager to please and never resented having to do some phase of the work over and over until it was done correctly. He was always pleasant and enjoyed telling jokes and having fun. He was willing to do this type of work and eager for the job. He reported for work on time and stayed until I suggested that he leave. He seemed to enjoy the fact that other boys of the project class wanted to do this job for me and he was chosen! This gave him a feeling of acceptance and superiority over the other boys who had excelled in things in which George had not experienced success.

II. Job Description. This work consisted of cleaning and polishing floors, cleaning windows (scraping off paint, etc) as well as cleaning and polishing and yard cleaning, cleaning the carport, etc.

III. Work Skills. ______had to have close supervision at all times. He showed some initiative in methods of cleaning; however, most of the time he had to be shown and told exactly what to do and how to do it. He worked slowly and could not be hurried. He did the work exactly as he was told and he asked constantly "How does this look?" He was most meticulous in everything he did. He took great pride in his work and would stick to a task until it satisfied himself and me. _______had to be told to put his tools away each time he used them. He took good care of all tools and was careful not to step on bedding plants around the house. He showed great care with the furniture as he moved it from room to room. He accidentally broke a handle off a record cabinet (not a major accident!) and I was interested to note that he did not mention this to me. I called it to his attention and reminded him that it was an accident and of no major importance. This seemed to relieve him of having done something wrong.

IV. Miscellaneous. _______seemed pleased with his pay and as I gave him a bonus the last day of work, he smiled and said, "You mean this is for me?" He was courteous at all times and graciously thanked me for the pay, bonus, lunch and transportation back and forth to the job. He would not permit me to take him to his home -- getting out of the car within a few blocks. It was obvious that he did not want me to see his environment. Several times he commented upon various items in my home and once he remarked "You have everything."

V. Employment Prognosis. This type of employment has a definite possibility for this client. He would be quite satisfied with janitorial work and with additional training and some time spent on methods, attitudes, work habits, etc. I feel that he can function capably.

CHAPTER VI

EVALUATIONS OF PERSONNEL

A. Teacher Evaluation

The role of the project teacher continues to be of such nature and of such vital importance to the success of this project, that it again was necessary to make some subjective evaluations as to their effectiveness. It should be noted that these are subjective evaluations, yet, they have particular significance in that the interpersonal relationship within a given project unit either facilitates or hinders the effective evaluation and establishing of a vocational objective for each pupil-client.

A questionnaire, Teacher Qualification and Competencies, was sent to city and county superintendents of schools, principals, rehabilitation counselors, and workshop or facility directors which were concerned with each of the ten project classes. The Project Director, Associate Project Director and the Coordinator also completed an evaluation form for each of the ten teachers.

The evaluation was made on these bases:

1 - poor
2 - below average
3 - average
4 - better than average
5 - outstanding
X - no opinion (due to lack of observation)

The following code is used to note mean scores for the evaluators:

A - superintendents, principals, rehabilitation counselors and facility managers
B - Project Director, Associate Project Director, and Coordinator

Evaluators	Mean	Item on Scale
A	4.5	1. Displayed interest and enthusiasm for his/her work.
B	4.2	
A	3.7	2. Used effective materials suited to needs of clients.
B	4.3	
A	3.7	3. Appropriately planned daily activities
B	3.6	
A	3.7	4. Used effective methods in presentation of material to pupil-clients.
B	3.7	
A	4.1	5. Maintained acceptable working relationships with all Rehabilitation Personnel.
B	4.0	
A	4.2	6. Accepted criticisms and suggestions in an objective manner.
B	4.7	

Evaluators	Mean	Item on Scale
A	4.3	7. Maintained ethical attitudes and practices toward co-workers, pupil-clients, parents & administrators.
B	4.0	
A	3.9	8. Integrated classroom activities with Rehabilitation Facility Activities.
B	4.2	
A	4.5	9. Manifested personal interest andconcern for pupil-clients.
B	4.4	
A	4.3	10. Maintained self-control and emotional stability
B	4.0	
A	3.6	11. Adapted curriculum to meet vocational needs of clients.
B	3.9	
A	3.7	12. Maintained attractive, comfortable classrooms.
B	3.6	
A	3.8	13. Acceptable classroom organization and management.
B	3.7	
A	4.2	14. Assumed delegated responsibilities.
B	3.9	
A	4.0	15. Used community resources in teaching.
B	4.4	
A	4.1	16. Indicated interest in workshop activities through observation and participation.
B	4.6	
A	3.5	17. Articulated classroom activities with local school activities.
B	3.4	
A	4.3	18. Apparent knowledge of stated goals of this program.
B	3.2	
A	4.3	19. Assumed responsibility for parental counseling and reporting.
B	4.3	
A	4.3	20. Exerted maximum effort for success of class.
B	4.1	
A	4.3	21. Participated as an effective member of Admissions and Dismissals Committee.
B	4.6	
A	4.0	22. Kept principal informed as to class progress through effective reporting techniques.
B	3.4	
A	4.2	23. Kept superintendent informed as to class progress through effective reporting techniques.
B	3.9	
A	4.0	24. Personal grooming and neatness.
B	3.7	
A	4.3	25. Acceptable attitude toward supervision.
B	4.1	

Evaluators	Mean	Item on Scale
A	4.3	26. Apparent knowledge of characteristics and needs of the mentally retarded young adults.
B	4.1	
A	4.1	Mean rating for all 26 items on this scale.
B	4.0	

There was a 69% return of questionnaires on the above rating scale, when Superintendents, Principals, Rehabilitation Counselors, and Facility Managers were considered as Evaluators A. In those returned, there were a total of 81 X's marked, which indicated a lack of observation, or an unwillingness to comment on an area. Of the questionnaires returned, a total of 14 were marked with some X's, none were returned with all X's. It should be noted that there was no identification of Evaluators or differentiation by project units. Personal comments on many of the evaluations indicated (1) a need for more pupil-clients, (2) lack of contact of the evaluator with the class, (3) satisfaction with the teacher and/or program, and (4) effectiveness of the teacher.

Some trends may be noted from the above evaluations. They seem to be:

1. There is a continued lack of visitation by Superintendents and Principals concerned with the project. The number of Principals returning the questionnaires (50%) is indicative of this; however, fewer marked X's this year as compared with the preceeding year which indicates more visitation by Superintendents and/or Supervisors from central offices. Item 22 shows increase of 1.6 which indicates a heightened awareness of responsibility in that area.

2. Item 17 reveals an increase of 1.0 over last year's report, indicating improved articulation of the classroom activities with school activities.

3. Interesting to note, each item showed improvement.

4. Item 6, with an increase of 1.0, shows a tendency toward improved personal relationships among teachers and administration both from the central office of the project and from the local personnel.

5. Item 14 with an increase of 1.1, Item 15 with an increase of 1.0, Item 16 with an increase of 1.1, and Item 20 with an increase of 1.0 indicate growth in the areas of methods and techniques utilized by teachers.

6. Imrpovement of 1.0 in Item 18 indicates a greater understanding of an effective program directed toward the goals of the project.

7. The mean ratings of all teachers on each of the 26 items on the scale indicate a competency of "Better than Average."

8. There is a greater consistency in the evaluations as a group.

9. Ratings by the Project Director, Associate Project Director, and Coordinator yielded means more compatible with the local unit evaluations. In only 7 of the 26 items were they higher, compared with 22 higher in last year's report. Eighteen items were lower but it should be noted that the difference is small. This seems to indicate improved relationships, more frequent observations, greater articulation between the class and the workshop, the class and the school systems, and more general interest and concern by all personnel.

B. Self-Inventory: Research and Demonstration Teachers

The Self-Inventory: Research and Demonstration Teachers was used to obtain an estimation of teacher self-concept in terms of the same 26 items used by the other evaluators. It was designed to yield an overview of the teachers' competencies and abilities on a subjective basis. It also served as an instrument whereby the teachers might see directions or trends for self-improvement.

Each evaluation was made on these bases:

1 - poor
2 - below average
3 - average
4 - above average
5 - outstanding

Ratings are noted on the basis of the mean of 12 responses (100%)
(Includes Selma and Anniston)

Mean		Item on Scale
3.8	1.	Displayed interest and enthusiasm for his/her work.
3.8	2.	Used effective materials suited to needs of clients.
3.4	3.	Appropriately planned daily activities.
3.7	4.	Used effective methods in presentation of material to pupil-clients.
4.3	5.	Maintained acceptable working relationships with all Rehabilitation.
4.2	6.	Accepted criticisms and suggestions in an objective manner.
4.1	7.	Maintained ethical attitudes and practices toward co-workers, pupil-clients, parents, and administrators.
3.5	8.	Integrated classroom activities with Rehabilitation Facility Activities.
4.2	9.	Manifested personal interest and concern for pupil-clients.
4.0	10.	Maintained self-control and emotional stability.
4.0	11.	Adapted curriculum to meet vocational needs of clients.
3.6	12.	Maintained attractive, comfortable classroom.
3.7	13.	Acceptable classroom organization and management.
4.0	14.	Assumed delegated responsibilities.
3.5	15.	Used community resources in teaching.
3.7	16.	Indicated interest in workshop activities through observation and participation.
2.5	17.	Articulated classroom activities with local school activities.
3.8	18.	Apparent knowledge of stated goals of this program.
3.6	19.	Assumed responsibility for parental counseling and reporting.
3.8	20.	Exerted maximum effort for success of class.
4.3	21.	Participated as an effective member of Admissions and Dismissals Committe
3.4	22.	Kept principal informed as to class progress through effective reporting techniques.
3.4	23.	Kept superintendent informed as to class progress through effective reporting techniques.
3.5	24.	Personal grooming and neatness.
3.8	25.	Acceptable attitude toward supervision.
3.8	26.	Apparent knowledge of characteristics and needs of the mentally retarded young adults.
3.7		Mean score for all 26 items on rating scale.

In comparing the scores of the other evaluators with the self-evaluation, it was interesting to note that there is close correlation. In Item 17, which is the lowest score, the teachers seem to recognize the fact that there is too little integration of the classroom with the local school; however, in one instance, the class is not directly connected with any particular school and in other situations, the class is so far removed from other physical plants that integration of activities is not feasible. In still other cases, the classes are attached to elementary schools for practical purposes (proximity) and there are few activities which elementary-age students have in common with young adults. On almost every item the other evaluators rated the teachers higher than they rated themselves. In 18 of the items, the Project Director, Associate Project Director and Coordinator rated the teacher higher than the self-rating.

C. Personnel Opinion of Central Staff Personnel

A questionnaire was sent to teachers whereby ratings might be obtained on the Project Director, Associate Project Director and Coordinator. Evaluation scales also were sent to Rehabilitation Counselors and Workshop or Facility Directors for evaluations on the Coordinator. Those were not completed on the Project Director and Associate Project Director due to the fact that the Coordinator works more closely with other personnel in each class situation and more reliable evaluations could be obtained for the Coordinator than other staff personnel.

Evaluation was made on these bases:

1 - poor
2 - below average
3 - average
4 - above average
5 - outstanding
X - No opinion (due to lack of observation)

The following code is used to note mean scores for the evaluators:

A - Evaluations on Project Director by the teachers.
B - Evaluations on Associate Project Director by the teachers.
C - Evaluations on Coordinator by Teachers, Vocational Rehabilitation Counselors and Workshop Managers.

Evaluators	Mean	Items on Scale
A	4.9	1. Effectiveness of speech.
B	3.3	
C	4.4	
A	4.3	2. Avoidance of annoying mannerisms.
B	3.6	
C	3.9	
A	4.9	3. Grooming and personal neatness.
B	4.5	
C	4.3	
A	4.4	4. Personal interest in pupil-clients.
B	4.5	
C	4.5	
A	4.8	5. Personal interest in teachers.
B	4.6	
C	4.2	

Evaluators	Mean	Item On Scale
A	4.9	6. Sensitivity to problems of others.
B	4.5	
C	4.0	
A	4.7	7. Ability to encourage and inspire.
B	4.2	
C	4.0	
A	4.7	8. Tactful with suggestion.
B	3.8	
C	3.9	
A	4.7	9. Ability to get along with people.
B	4.1	
C	4.4	
A	4.7	10. Sense of humor
B	4.3	
C	4.3	
A	4.9	11. Sincerity and concern for success of class.
B	4.7	
C	4.7	
A	4.9	12. Apparent knowledge of the work.
B	4.5	
C	4.8	
A	4.3	13. Acceptance in class visitations by pupil-clients.
B	4.6	
C	4.3	
A	4.7	14. Interest and enthusiasm for his/her work.
B	4.6	
C	4.6	
A	4.7	15. Stimulation of origiality of teacher.
B	4.0	
C	4.1	
A	4.6	16. Ability to give new ideas to teacher.
B	4.0	
C	3.9	
A	4.8	17. Cooperative and considerate
B	4.8	
C	4.2	
A	4.1	18. Ability to do demonstration teaching if needed.
B	4.1	
C	4.2	
A	4.8	19. Interest and concern for teacher problems.
B	4.2	
C	4.1	

Evaluator	Mean	Item on Scale
A	4.6	20. Helps teachers to work with other personnel
B	3.7	
C	4.1	
A	4.4	21. Initiative and creative ability
B	4.1	
C	4.1	
A	4.9	22. Friendly and cheerful.
B	4.3	
C	4.4	
A	4.9	23. Has qualities of leadership.
B	4.1	
C	4.2	
A	4.7	Mean ratings for all 23 items on the scale.
B	4.2	
C	4.3	

The Project Staff was of the opinion that the teacher's rating of the Project Director was somewhat skewed to the positive. His role frequently has been one of support more than have the roles of the Associate Director and Coordinator.

D. Teacher Opinion of Vocational Rehabilitation Counselors and Workshop/Facility Directors

Because of the close working relationships and because the success of any project of this type is due to such relationships, it was thought to be of vital importance to have an evaluation of the personnel with whom the teachers work to compare with the evaluation of the teachers by the Vocational Rehabilitation Counselors and Facility Directors. The returns of those evaluations were 100%.

Evaluation was made on these bases:

1 - poor
2 - below average
3 - average
4 - above average
5 - outstanding

The following code is used to note mean scores for the evaluations:

A - Vocational Rehabilitation Counselors
B - Facility or Workshop Directors

Evaluations	Mean	Item on Scale
A	3.3	1. Indicates interest in class through visits to classroom, conferences, etc.
B	4.0	
A	4.5	2. Engages in conferences with clients when need arises.
B	4.2	

Evaluations	Mean	Item on Scale
A	3.5	3. Engages in counseling with parents when need arises.
B	4.0	
A	3.9	4. Shares information pertaining to clients with teacher in systematic, orderly manner.
B	3.8	
A	3.4	5. Uses a well-planned program to meet the needs of the individual client.
B	3.3	
A	4.2	6. Is willing to listen to suggestions and ideas of classroom teacher.
B	4.2	
A	4.4	7. Functions effectively as member of Admissions and Dismissals Committee
B	3.5	
A	4.2	8. Accepts clients as integral participants in overall facility program.
B	4.0	
A	3.5	9. Makes classroom teacher feel a part of the overall program within the facility.
B	4.0	
A	3.5	10. Assumes role of leadership for success of class.
B	3.5	
A	4.0	11. Maintains ethical attitude and behavior toward all personnel.
B	4.0	
A	4.5	12. Indicates desire to continue present class as permanent part of program.
B	4.0	
A	3.9	13. Has knowledge and understanding of characteristics and needs of mentally retarded young adults.
B	3.4	
A	3.7	14. Shows initiative in cooperative planning for success of present program.
B	3.5	
A	3.8	15. Maintains good working relationships with all personnel.
B	3.7	
A	3.7	16. Makes clients feel accepted in program of facility as individuals and as members of the group.
B	3.9	
A	4.2	17. Maintains emotional stability at all times.
B	3.7	
A	3.9	Mean rating for all 17 items on the scale.
B	3.8	

APPENDICES

APPENDIX A

ALABAMA STATE DEPARTMENT OF EDUCATION
VOCATIONAL REHABILITATION SERVICE

MANUAL OF OPERATION AND PROCEDURES
REVISED OCTOBER, 1960

NOTE: A revision of this manual now is in process; however, it should be noted that the 1961-62 and 1962-63 years of operation have been under procedures as outlined herein.

FOREWARD

This Manual is a guide for staff of the Vocational Rehabilitation Service in Alabama. Its purpose is to make effective provisions of the Alabama State Plan in operating a Rehabilitation Program under provisions of state and federal law. The contents of this Manual has the effect of policy of the State Department of Education.

It is expected that every worker in the Service will fully acquaint himself with the provisions of this document. Each will abide by its contents in carrying out his responsibility within a given assignment. In making provisions for services to individual he will make sure for himself that he is complying with the contents of this Manual, rather than relying on supervisory staff to check for compliance.

This Manual carries a Table of Contents that corresponds to the sections of the State Plan. Whereby Federal Regulations carry requirements under the Federal Act and recommendations, this Manual constitutes interpretation of provisions of the Plan. In the event changes in procedure are officially established, affected sections or parts of sections of the Manual will be rewritten and new pages will be substituted. It can be expected, however, that interim supplementary instructions may be given for the purpose of clarification. This will be done by appropriate Procedure Manual supplement which will be filed in and become a part of the Manual. Notations and references to the appropriate supplement will be inserted in the Manual where the change is made.

The Vocational Rehabilitation Service is maintained primarily through joint financing of federal and state funds for the purpose of rendering necessary services to disabled persons to insure their social and economic stability within society. The ultimate objective for all individuals accepted for services under present provisions of law is vocational competency in a specific job. In the conduct of the Program the following basic principles are established for guidance and direction: (1) Services shall be made available to all types of impaired people whose vocational handicap is seated in a physical or mental disability. This means that a cross section of the disabled population would receive benefits from the Program. (2) Extent of services to be provided is based on the needs of each individual necessary to his vocational adjustment. This provision is necessarily affected by the adequacy of resources of the individual, his family, or other resources that may be found. (3) Successful rehabilitation of an individual can be achieved only by the disabled person himself with the help and guidanc of the counseling staff. Individual initiative of the disabled person should be maintained. However, personnel of the Service will apply means of motivating the individual in accepting rehabilitation as the best solution to his problem. (4) All Rehabilitati personnel have an incurred responsibility to expend public funds in accordance with goo business principles in order that the tax payer's money will bring a fair return. In turn, the counseling staff will conduct a field program designed primarily to benefit disabled individuals. Hence the success of the Program will not be measured simply in terms of dollars and cents but also in the social well-being of disabled people who are provided an equal opportunity to contribute to society.

Vocationl Rehabilitation is not and cannot be made a self-contained program. Its effectiveness depends upon the degree to which its activities are correlated and integrated with social, health, and educational agencies and organizations on the state and local level. Also, Rehabilitation personnel can expect good results for the Program when they identify themselves with groups and organizations designed to promote community services. It has become an established understanding among the staff that affiliation with civic and other organizations is desirable.

PURPOSE AND FUNCTION

The purpose of the Vocational Rehabilitation Service is three-fold: (1) the re-establishment to work status of persons with employment experience who become vocationally handicapped as a result of disability; (2) the establishment in remunerative occup ations of persons without employment experience who are disabled and whose normal opportunity is materially affected by reason of such disability and (3) the retention in suitable employment of impaired persons who are or may be expected to become vocationally handicapped in such employment.

The function of the Vocational Rehabilitation Service is to ascertain the factors which limit disabled persons in securing employment and through appropriate procedures to eliminate or ameliorate them.

ORGANIZATION FOR PROVISION OF SERVICES

Counseling units or caseload districts with the addition of specially assigned staff are established to carry out provisions of services to disabled individuals. Supervisory areas are established within the state to provide supervision in caseload management and related responsibilities of the counseling staff. State Office organization includes a supervisory position to coordinate field services through the area supervisors. In addition, supervisors on the state level provide specialized services in physical restoration, services to the blind, disability determination, etc. The state director is responsibile to the executive officer of the State Department of Education for all aspects of the Program.

SCOPE OF SERVICES

Geographically, it is intended that the Rehabilitation Program provide a statewide service. Efforts are made to provide for an equitable geographical distribution of cases.

Functionally, it is intended that necessary services will be rendered to every eligible person who can be expected to benefit from vocational rehabilitation services. (Section 11 of the State Plan provides procedures in the event of Program limitation.)

DISTRIBUTION OF CASES

A fair distribution of cases as to age, sex, race, education and origin and nature of disability is maintained to the extent possible.

SIGNATURE

O. F. Wise, Director
Division of Rehabilitation and Crippled Children

DEFINITIONS

The term "vocational rehabilitation" and the term "rehabilitation service" mean any service necessary to render a disabled individual fit to engage in a remunerative occupation.

The term "disabled" is interpreted as any physical or mental condition that constitutes a substantial handicap to employment.

The term "remunerative occupation" refers to any legitimate occupation at which persons can earn a livelihood or a substantial part thereof.

The term "rehabilitated" presumes established in, restored to, or retained in employment to the extent of the ability of the individual.

The term "static" refers to a relatively stable condition.

SECTION 6. SCOPE OF AGENCY PROGRAM

Refer to State Plan

SECTION 7. CASE FINDING AND INTAKE

It is the policy of the Service to maintain an organized case finding program. Staff members are primarily responsible for this phase of activity within their own case work area. The State Plan sets forth general procedures to follow in maintaining a steady intake of cases. The general policy is to make referring as simple and easy as possible. Agencies and individuals who do not have a regular referring system should be advised that no formailities are required. They may simply telephone or mail in the name and address of the person being referred with such information as they may wish to add.

In addition to the efforts of staff members in maintaining an organized case finding program, written agreements have been made with the Veterans Administration, Alabama State Employment Service, Department of Pensions and Security, State Crippled Children Service, State Selective Service, the Alabama Society for Cripple Children and Adults, OASI and the State Commission on Alcoholism to implement the referral and reporting systems between each of the organizations and Vocational Rehabilitation.

Copies of each of the written agreements mentioned above will be available in all area and district offices. A periodic review of each of the agreements should be made by staff members. Included in the written agreements is information for use in determining cases to be referred to one or more of the organizations named above The agreements also indicate the need and the method of reporting back and forth between organizations. In addition to knowing the content of the written agreement it is necessary for the counselor to maintain a good working relationship with the personnel involved.

All persons referred for possible service shall be contacted as early as practical either by correspondence or by personal call. It is recommended that all referrals be investigated through references, employers, or other sources as the need indicates before they are accepted or rejected. A report on the disposition of the referral should be made to the person, agency, or organization making the referral. If this is made by telephone or personal contact such notation will be made on the card.

A system is used for registration of referral cases that apparently will not be made active in the immediate future. Referral cards are used for the purpose of recording information on all persons who become referrals.

A referred card shall be made on each person interviewed who apparently has any vocational rehabilitation potential unless the counselor anticipates making the case active within ninety days. In order to be most useful the referred card shall be filled out completely. The date shall indicate the time the card on the referred case is sent to the State Office. The space under "Remarks" shall be utilized to record pertinent information on the physical condition of the person referred, directions to home, and any other data the counselor might desire.

After investigation, if the counselor determines that the person referred is not eligible for vocational rehabilitation services, an Open and Closed Referred Card will be completed and processed. This shall be done in order to keep a permanent record of the action taken.

Cases in the Referred case load are a part of the total case load, and should be given consideration just the same as cases in the active case load. Regular follow-up contacts will be made on referrals according to information on the referred card, and notations of contacts made will be entered on the back of the card. Each referral shall be contacted at least once each fiscal year.

When the referral is moved from referred status to the active case load a memorandum shall accompany the case material to the State and Area Offices advising that the case has been made active from referred status. The referred card is then pulled from the file, stapled to the memorandum and placed in the active case folder.

When a case is closed from referred status, closure from referred card shall be completed, copy of which shall be mailed to the State and Area offices. Appropriate reason for such closure shall be indicated on the closure card. Date of closure on the closure card is the date closure card is completed. The original referred card is destroyed. The closure card is filed in the closed card file.

At the time a case is closed from referred (not made active) written information on the closure card certifying ineligibility will be stated and signed by the counselor. If a referred case is closed because it is lost, not interested in vocational rehabilitation services, etc., such information will be recorded under remarks without certifying ineligibility.

Some individuals that will be interviewed obviously will not have any possible rehabilitation potential. The regular referred card will be used to register the person by showing name, address, disability, date of referral, source of referral and any other pertinent information. Information on such persons will be for the use of the counselor and will, therefore, be retained in the district office.

SECTION 8. ELIGIBILITY

The most important single step in case handling in Vocational Rehabilitation cases is the establishment of eligibility. A Certificate of Eligibility is required by law (Section 8.4 of the State Plan) before a program of rehabilitation services can be provided. If a determination of eligibility cannot be made without additional diagnostic studies, a case may be activated in a Number 1 Status until necessary information is available to complete a Certificate of Eligibility or a Certificate of Ineligibility. A Certificate of Eligibility must be written prior to the initiation of a formal Rehabilitation Plan (R-5).

Provisions of the State Plan require that an individual be sixteen years of age or older in order to be eligible for Vocational Rehabilitation services. However, diagnostic and evaluation services can be provided from age 14. These services include counseling and medical and psychological examinations for the purpose of determining rehabilitation potential and for securing information for a future rehabilitation plan that is expected to be initiated early after 16. If a client under 16 is provided diagnostic and evaluation services, he should be activated in a #1 Status.

There is no upper age limit, but it is contingent upon general health and a work expectancy of three to five years.

A disabled person residing in the state other than on a temporary basis is eligible for vocational rehabilitation services from a residence standpoint.

The Certificate of Eligibility or the Certificate of Ineligibility must be signed by the Rehabilitation Counselor.

CRITERIA FOR DETERMINING ELIGIBILITY

1. A physical or mental disability must be present which materially limits or, if not corrected, will result in limiting the individual's activities or functioning;

2. The limitations in functioning or activities resulting from the disability must materially impede the individual's occupational performance by preventing his obtaining or retaining employment consistent with his capacities and abilities; and

3. There must be a reasonable expectation that vocational rehabilitation services will render the individual fit to engage in a remunerative occupation.

Although the Certificate of Eligibility may not state the above criteria specifically, the counselor shall make certain the case file contains and identifies adequate supporting information to clearly establish that requirements have been met under each section.

PROVIDING SERVICES TO CLOSED CASES

Vocational Rehabilitation services may be provided a closed case within a calendar year from date of closure, provided that the services rendered relate directly to the previously planned employment objective. Under these circumstances a case need not be reopened, but an amended plan and authorization must be sent to Area and State Offices. The Financial Needs Statement must be current if special services are to be provided, and a cover memorandum must accompany all materials submitted.

If additional disability has occurred or a disability not related to the original disability occurs, or if a change in objective is planned, new case materials must be submitted and the case must be set up as a new case. Where a counselor is in doubt as to whether or not the case should be reopened or whether services should be provided to a closed case, he should consult with his Area Supervisor.

REOPENING CASE PREVIOUSLY PROVIDED SERVICES

The criteria for opening a case that has previously received rehabilitation service are the same as the criteria for opening a new case. Client should be considered in light of his present disability and his present need for services.

SECTION 9. CASE STUDY AND DIAGNOSIS

A medical diagnostic study is required by law (State Plan, Section 9.1). Before a case is made active a general medical examination (or equivalent) and, if indicated, a comprehensive medical examination is required. A comprehensive medical is acceptable in lieu of a general medical examination form provided it reports on examination of all parts of the body as required in Section 9.4 of the State Plan. When a comprehensive medical report, a narrative type general medical report, or a general medical report on a form such as used by DPS or other agencies is submitted in place of a general medical, the notation "In Lieu of General Medical" will be made on it. The area supervisor concerned must initial any general medical report submitted in lieu of our regular general medical report form.

Medical information used to activate a new case must be less than three months old. When the medical report clearly establishes a diagnosis and resultant limitation on activities, a Certificate of Eligibility may be completed. If, however, the medical report indicates further studies should be made to complete the diagnosis or establish substantial disability, these reports must be secured prior to completing the Certificate of Eligibility, or the counselor must give justification for not securing the reports.

Clients with visual, orthopedic, cardiac, neurological, tubercular, diabetic, auditory and mental (retardation or emotional disorders) disabilities require a specialist examination in the appropriate field to establish adequate medical and/or psychological diagnosis. (Exceptions to this policy are in cases of totally blind and totally deaf who have had a static condition for a long period of time. The counselor will get a specialist examination on such cases if it is recommended by the examining general practitioner.). Clients with other disabilities may also need a specialist examination under certain conditions.

A client will be accepted for rehabilitation services with a diagnosis of alcoholism under certain conditions as set forth in the agreement between Vocational Rehabilitation and the State Commission on Alcoholism. Refer to this written agreement for detailed information on accepting and serving alcoholics.

If it is necessary to hospitalize a client for diagnosis, it is recommended that ten (10) days hospitalization be considered adequate diagnostic time. If a client is hospitalized for more than ten (10) days for diagnosis, he will be placed in the active case load in a 1-A Status. The Certificate of Eligibility or Ineligibility will be written as soon as a report of diagnostic studies is received. A Rehabilitation Plan (R-5) will be written for diagnostic services (See Section 10).

For a person to be considered eligible for vocational rehabilitation services on the basis of mental retardation usually the psychological report must reflect an I.Q. of 75 or less. It is likely thatsome clients might have an I.Q. slightly above 75 and yet be eligible because their functional intelligence might be less than is indicated by the numerical I.Q.

SECTION 10. REHABILITATION PLAN FOR THE INDIVIDUAL

A. Diagnostic Services

Diagnostic Services that may be provided under CS A on the Rehabilitation Plan (Form R-5) are set forth in Section 12-1-43 of the Federal Manual.

Since certain medically recognized diagnostic services involving nominal expenditures are required from time to time in carrying out medical, vocational and psychological evaluations, it is permissible to show under CS A an incidental evaluation fee not to exceed for all such items a total of $65.00. Only such incidental items (such as shoe lift, glasses, small brace,etc.) as are necessary for the evaluation team to properly appraise the client can be classified as incidental items necessary in the evaluation process. The purchase of incidental items used in the diagnostic and evaluation process must be amply justified.

If on the Rehabilitation Plan diagnostic services only are planned for a client, an employment objective will not be shown. However, if any services other than those shown under CS A are planned, an employment object must be shown. When only CS A services are provided, the word DIAGNOSTIC must be written after employment objective.

The purpose of diagnostic services on the plan form (R-5) is to identify and justify those services necessary for evaluation to determine:

1. Eligibility for rehabilitation services.
2. Practicability of providing further rehabilitation services.
3. A ready means of identifying information in the case folder showing a planned procedure for determining 1 and 2 above.
4. Services needed.

Although Determination of Eligibility is usually done at no cost to the individual, it is expected, however, that the resources available to the client will be utilized in carrying out the diagnostic services if they are based on financial need in a plan for services other than diagnostic. Included in such services might be maintenance, transportation, etc.

5. Services that are to be provided without cost.
6. Plan will include (1) justification of employment objective (or in case of Pre-Service Plan, the purpose of services rendered) and (2) eligibility for special services.

The purpose of a Pre-Service Plan (R-5A) is to identify and justify those services necessary for evaluation to determine:

1. Eligibility for rehabilitation services
2. Practicability of providing further rehabilitation services
3. A ready means of identifying information in the case folder showing a planne procedure for determining 1 and 2 above.
4. Services needed.

Although Determination of Eligibility is usually done at no cost to the individual, it is expected, however, that the resources available to the client will be utilized in carrying out the services provided in the Pre-Service Plan (R-5A), particularly where services to be provided are based on financial need.

B. In-Service Rehabilitation Plan (Status 3-8)

Justification of the Plan will include statements regarding:

1. Physical and mental capacities of the client to do the work based on one or more of the following:

   (a) Successful work experience
   (b) Psychological test results
   (c) Results determined by services planned and provided on R-5A
   (d) School record
   (e) Availability of the type work based on occupational surveys
   (f) Client's interest as indicated by:
      1. Statements based on knowledge
      2. Achievements in hobbies

2. Services to be rendered by showing:

   (a) Need for the service or services
   (b) Personnel and facilities to be used in the rehabilitation process.

3. Economic need as reflected on the Financial Need Statement.

Any major change in services as outlined on either Plan R-5 or R-5A will be explained and justified by a Plan Amendment written on the proper Plan form.

SECTION 11. ORDER OF SELECTION FOR SERVICES

Refer to State Plan.

B. Plan for Services

The Rehabilitation Plan (R-5) will show the following:

1. Services to be provided
2. Who is to provide service
3. Approximate cost of service or services per unit and the total
4. Approximate time services are to be provided
5. Services that are to be provided without cost
6. Plan will include justification of (1) employment objective (unless for diagnostic services only), (2) services rendered, and (3) eligibility for special service (unless for diagnostic services only.)

Justification of the Plan will include statements regarding:

(1) Physical and mental capacities of the client to do the work based on one or more of the following:

- a. Successful work experience
- b. Psychological test results
- c. Results determined by services planned and provided on Plan R-5
- d. School record
- e. Availability of the type work based on occupational surveys
- f. Client's interest as indicated by:
  1. Statements based on knowledge
  2. Achievements in hobbies

(2) Services to be rendered by showing:

- a. Need for the service or services
- b. Personnel and facilities to be used in the rehabilitation process

(3) Economic need as reflected on the Financial Need Statement.

Any major change in services as outlined on Plan (R-5) will be explained and justified by a Plan Amendment written on the Plan form.

SECTION 11. ORDER OF SELECTION

Refer to State Plan

SECTION 12. GUIDANCE

Guidance and counseling are basic requirements in the rehabilitation process. In many instances these services are all that a client might need as preparation for placement in employment. The services rendered along this line are entirely sufficient for justifying a rehabilitation closure. When this is the situation the kind and amount of guidance and counseling services that went into the rehabilitation process will be reflected in the Plan and on case progress reports. In order to justify rehabilitation (#12 closure) when guidance and counseling only are rendered the case folder must reflect a substantial amount of such services and definite results in placement by the process.

SECTION 14. CASE RECORDING

To activate a case it is necessary that an original and two copies of all case material be made. The original will be sent to the State Office and a copy to the area office and one copy retained in the district office, except where the district and area offices are located together; then, copies are sent only to the State Office. When it is anticipated that a client will be served outside his counselor's district an additional copy of case materials will be made for the counselor who is to provide supervision.

A. To activate case the following case materials are necessary:

1. Survey information (R-4), which includes approval of plan application for physical restoration.
2. General Medical Examination and, if indicated, Specialist's Information.
3. Financial Need Statement. ("Not Eligible" will be written across face of Financial Need Statement if client is ineligible for special services. Only the counselor will sign such Financial Need Statements. Appropriate statements will be made under remarks.)
4. A #1 Case Progress Report
5. A Certificate of Eligibility, if at the time the case is activated, sufficient information is available for declaring client eligible for Vocational Rehabilitation Services. If additional diagnosis and evaluation services are needed, the Certificate of Eligibility may be submitted after securing additional information on the client. The Certificate of Eligibility must be submitted prior to initiating the Plan of Services.

B. To provide services it is necessary that a Plan (R-5) be completed prior to the provision of services. This is a necessary part of case recording.

C. A complete cover memorandum is required when a case is being sent from counselor' district for training services.

D. Case Progress Reports reflecting the true progress of the client through the rehabilitation process should be written after services begin and must be kept up to date. A Case Progress Report more than six months old is not up to date.

A client may go through the following case service statuses:

Status 1 - A Status 1 Case Progress Report will be written on every case. The Status 1 Reports will reflect pertinent information about the client and it will also reflect developments in the case prior to initiation of a plan.

Status 1A - Indicates that a client is receiving diagnostic and/or evaluation services in (1) a Vocational Rehabilitation facility or (2) a hospital for a period of ten (10) or more days. The client's progress beyond a 1-A Status may be reflected in the same manner as it is reflected beyond a Status 1 Report.

Status 2 - Plan completed

Status 3 - Physical restoration and training being provided simultaneously.

Status 4 - Physical restoration only

Status 5 - Training

Status 6 - Ready for employment

Status 7 - In employment

Status 8 - Services interrupted

Status 12 - Closed, Rehabilitated

Status 13 - Closed, Unemployed (from in-service Status 3 through 8 or from 1-A if client at anytime was in Status 3 through 8)

Status 15 - Closed, Other Reasons (from pre-service Status 1 or 2)

In some instances a program of services for a client may be interrupted and it might be advisable for the client to be returned to a center or a facility for further diagnostic and/or evaluation services. Should this occur it is permissable to move the client from an in-service status back to a 1-A Status.

E. Authorizations

There are two types of authorizations, one of which must be prepared at the time of or prior to the time that a service is rendered. In some instances verbal authorizations may be given, such as approval for a doctor to make an examination or for a hospital to extend hospitalization for client beyond the period mentioned in the regular authorization form. In any event, the date of the authorization, as stated above, must be at the time or prior to the time services are rendered:

1. Regular Authorization form (triplicate or quadruplicate*). This form is used to authorize services costing $75.00 or more. Training supplies in the amount of $200.00 or more and all placement supplies and placement equipment will be itemized on the back of the authorization form to the extent necessary to identify the categories and extent of the purchases by categories.

2. Authorization -Miscellaneous Items. This form is used to authorize services costing less than $75.00 and deficiencies in amounts on regular authorization forms. Deficiencies occur most often in authorizations for hospitalization. All Authorization-Miscellaneous Items prepared by counselor at facility, workshop, etc, will be sent directly to the State Office, with a copy to the local office.

   Services authorized on the Authorization-Miscellaneous Items form must be provided for in the Rehabilitation Plan.

F. Financial Reports

A properly completed financial report is required before payment can be made to a creditor or a trainer for services to vocational rehabilitation clients. All financial reports claiming payment for rehabilitation services will be initialed by the client's counselor or by the counselor in a hospital, college, a facility or workshop where the service was rendered.

---

* Complete authorization in triplicate if area and local offices are together; complete quadruplicate if area andlocal offices are separated.

Payment for prosthetic appliances will be made only when there is evidence of satisfactory fitting. The Rehabilitation Counselor at a hearing clinic and an amputee clinic will approve payment to be made for an appliance when the clinic team indicates that a satisfactory fitting has been made. The financial report for prosthetic appliance will be submitted to the counselor at the clinic. The initials of the counselor at the clinic on the financial report will be evidence of the fact that the appliance has been satisfactorily fitted.

A financial report claiming payment for surgery or medical treatment will be accompanied by a PR-6 or its equivalent.

A financial report claiming payment for training, and initialed by the counselor, will indicate that a satisfactory training progress report has been received. He will also add, after the initials, the letters TPR(Training Progress Report). The training progress report is retained in the district office.

Financial reports covering cost of drugs (except those provided by hospitals or mailed), supplies, equipment and separate maintenance and transportation (maintenance and transportation not provided by a training instution) must have attached one copy of an invoice or a receipt signed by the client. A signed invoice constitutes a satisfactory receipt. If druges are mailed, the druggist will indicate on the copy of the invoice the date mailed and put invoice in the hands of the counselor responsible for preparing the financial report. The counselor will initial the invoice before sending to the State Office.

G. Closure (R-300). The R-300 will be made in triplicate if closed in a 12 Status. The original will be sent to the State Office, one copy to the Area Office and one copy retained in the district office closed case file.

If a case is closed in a 13 or 15 Status, only a closure progress report and closure card need be sent to the State and Area Offices. All closure cards (12, 13 and 15) must be signed by the Counselor.

Adequate justification for closing a case in Status 12 must be reflected on the Status 7 and Status 12 progress reports.

The following criteria must be met to justify a 12 closure:

1. Work performed is consistent with the client's physical and mental capacities, interests, and personal characteristics.
2. The client possesses or has acquired necessary skills to perform the work successfully.
3. The employment and working conditions will not aggravate the client's disability nor jeopardize the health and safety of others.
4. The wage and working conditions conform to State and Federal statutory requirements.
5. The client and employer are satisfied.
6. The employment is regular and reasonably permanent and the client receives a wage commensurate with that paid other workers for similar work.

SECTION 15. CONFIDENTIAL INFORMATION

15.1 Agency Regulations

The State Agency adopts regulations and policies to assure that:

A. All information as to personal facts given or made available to the State or Local Agency, its representatives or its employees, in the course of administration of a Vocational Rehabilitation program including list of names and addresses and records of agency evaluation will be held to be confidential.

Below are listed the kinds of information about Vocational Rehabilitation clients that will be considered confidential

1. Intimate personal information received by correspondence or recorded from personal interviews
2. Medical (general and special)
3. Financial
4. Psychological
5. Agency evaluations

The Rehabilitation Counselor will inform the applicants and clients of Vocational Rehabilitation of the fact that the above-named kinds of information are confidential.

To insure that the confidentiality of all Vocational Rehabilitation information is maintained, the senior counselor in each Rehabilitation Office will be responsible for:

1. Making the necessary arrangements in his office to insure private interviews.
2. Office equipment of such nature that information can be protected from view of the general public.
3. Have equipment in which strictly confidential material can be locked at night if janitors or other people are visiting the office.
4. Instruct all office personnel regarding the confidentiality of information on clients to insure that a general discussion of personal information is not violated. The practice of office personnel discussing personal facts about clients might reveal the information to other clients or visitors who are in the office or waiting near by.

B. The use of such information and records will be limited to purposes directly connected with the administration of the rehabilitation program and may not be disclosed directly or indirectly for any reason even though the written release of the client has been obtained.

In no case should information be released, even withthe client's consent, to any individual or agency unless it is recognized that it is to the interest of the client.

Review of rehabilitation case folders may be permitted if it is done by an accredited agency in the interest of the Rehabilitation client.

Release of information to employers in connection with the placement of the client may be considered as release of information in connection with the administration of the Vocational Rehabilitation Program. Such information may, however, be released to Welfare agencies or programs from which the client has requested certain services, provided such agencies have adopted regulations which will assure that the information will be held confidential and can assure that the information willbe used only for the purposes for which it is provided.

Case records on Rehabilitation clients will be removed from the office only under unusual circumstances. If, for instance, the grand jury should request or subpeona a case folder, it may be surrendered, provided a receipt for same is signed and kept on file until the folder is returned. Also, confidential personal information will be removed from the folder.

In order to give effect to the regulations or confidentiality of information as outlined above, the following procedure will be observed:

1. A copy of the regulations on confidentiality of information will become a part of the Alabama Vocational Rehabilitation Procedure Manual. At a regular staff meeting ample time will be allowed for a review and a discussion of the regulations.

2. A brochure will be prepared on the Alabama Vocational Rehabilitation Service and included in this brochure will be a general statement regarding regulations on confidentiality of information on clients. Each counselor will also be instructed to inform applicants and clients of the regulations on this matter verbally.

3. Cooperating Agencies to which we ordinarily provide information about Rehabilitation clients will be furnished with a copy of the regulations on confidentiality of information and attached to this copy of the regulations will be a cover letter giving a brief explanatory statement.

C. All such information is the property of the State Agency or of the State and Local Rehabilitation Agency and may be used only in accordance with the Agency's regulations.

SECTION 16. STANDARDS FOR FACILITIES

Refer to State Plan

SECTION 17. STANDARDS FOR PERSONNEL PROVIDING SERVICES

Refer to State Plan

SECTION 20. SERVICES TO INDIVIDUALS

A. Training

A counselor may, with adequate justification, authorize tuition and supplies for four years and maintenance for twenty-four months. In certain exceptional cases assistance may be provided for institutional training beyond the four years. A plan justifying such training must be submitted by the counselor to his area supervisor for prior written approval.

The counselor responsible for Vocational Rehabilitation clients in any training institution will be notified by counselors who desire to send clients to the institution for training, at least two weeks before client is expected to enroll. This practice will enable the counselor at the institution to make necessary arrangements and notify the counselor of his client's reporting date. The local counselor will send copy of case progress reports to the institutional counselor while client is in training.

The counselor sending the client to the institution will provide a completed survey form, all available medical information, plan, test results (when available), and a financial need statement. A cover memorandum will accompany the information sent the counselor at a training institution. (Refer to Facilities Manual for cost of services to be included on the plan.)

The counselor at the training institution will NOT be able to enroll the client or provide any services until the required information is submitted. The counselor on the scene will make the necessary authorizations and submit them to the State Office. He, at the same time, will notify the counselor by memorandum of the cost of services, that his client has been enrolled, and that the authorization has been submitted.

The counselor at the training institution will be responsible for securing and processing Financial Reports and forwarding them to the State Office. He will also secure Progress Reports or Grade Reports and forward them to the client's counselor. If a student or client does not make satisfactory progress, or is placed on academic probation, the counselor at the institution will interrupt the training program, or justify not doing so, and immediately notify the client's counselor of his action.

When the counselor desires to re-enroll his client at the training institution sufficient written justification must be sent the counselor on the scene in order that the training institution and counselor can decide whether the client will be accepted for further training. (This must be done inasmuch as each training institution reserves the right to control admissions or readmissions.)

B. The Aftercare

In areas where formalized Aftercare Programs have been developed, the local counselor will be provided all necessary case materials by the counselor assigned to the State Hospital. He, the local counselor, will then activiate the case by writing a Certificate of Eligibility and formulating a Rehabilitation Plan in cooperation with Aftercare personnel.

In situations where no formalized Aftercare Program is available to former patients of the State Hospital, all requests for information will be sent to the counselor assigned to the State Hospital. The local counselor may from time to time receive referrals from the State Hospital through the counselor assigned there. He will treat these referrals as any other referral, securing the required information for activating the case. (Attention is called to Section 9 Paragraph 2 of this Procedure Manual relating to recency of medical information and acquisition of Specialist information). Information from the State Hospital should be secured prior to a referral to a psychiatrist for a current evaluation. This information should be made available to the examiner if he desires it.

C. Physical Restoration

The counselor responsible for vocational rehabilitation clients in any physical restoration center, hospital, or facility will be notified by counselors who are sending clients for physical restoration services and/or evaluation far enough in advance for the counselor to make necessary arrangements and give a reporting date.

The counselor on the scene at the physical restoration center must be provided with the following information for hospital services (diagnostic, surgery, and/or treatment); survey information, all available medical information, copy of plan (R-5) and a cover memorandum, and, where indicated, a psychological report.

Prior to sending a client to a rehabilitation facility (P.R.), the counselor must send survey information, all available medical information, psychological report (if available), plan and cover memorandum detailing any further pertinent information.

The counselor on the scene is responsible for the following:

1. Advising the local counselor of appointment date.
2. Issuing necessary authorizations on date client reports for services (Based on provisions of the plan).
3. Notifying the counselor by memorandum the date client reported for services and the services being authorized.
4. Securing and checking financial reports for authorized services and designating charges for diagnostic and charges for regular vocational rehabilitation services, issuing credit memoranda where indicated, issuing supplementary Authorization-Miscellaneous Items for additional hospitalization not covered in original authorization, or for incidental items not covered in original authorization. A copy of all Authorization-Miscellaneous Items will be forwarded to the local counselor (Physician's report of treatment must accompany financial report claiming fees for surgery or treatment).
5. Sending copies of all reports on the client to the counselor involved.
6. Sending interim reports on center cases and on any prolonged hospital cases to the local counselor.
7. It is strongly recommended that each client hospitalized by Rehabilitation be visited during his period of hospitalization by the counselor on the scene.
8. Notifying the local counselor promptly upon the discharge of the client.
9. Sending a memorandum to the local counselor regarding future appointments as well as any medical instruction tothe client's family physician.

D. Amputee Clinic

All amputees being provided new prosthetic devices or major repairs to old prosthesis will be sent to an Amputee Clinic. The counselor at the Amputee Clinic must receive the following information before making an appointment for the client to attend the clinic:

1. Survey information
2. Medical information
3. A cover memorandum and/or application for Amputee Clinic.

The counselor assigned to the Amputee Clinic will give his observations and other pertinent information in a cover memorandum attached to the Amputee Clinic Report. He will also send adequate information regarding the probability of need for prosthetic training, and the type and duration of such training or therapy.

Inasmuch as Amputee Clinic reports are often used as a basis for determining eligibility, it becomes the responsibility of the local counselor to issue the authorization for the prosthesis. A copy of the authorization must be sent to the Amputee Clinic counselor prior to the time the client is to return to the clinic for initial check-out of his prosthesis.

After the client has been properly fitted, the Amputee Clinic counselor will submit a Statement of Satisfactory Fitting giving the local counselor a copy of the statement.

The Amputee Clinic counselor will secure and process all financial reports relating to services at the Amputee Clinic. He will issue Authorization-Miscellaneous Items for clinic visits. He will secure information from the Amputee team regarding progress of the client in the use of his prosthesis. This information will be sent to the local counselor along with any recommendation regarding additional training and when and where it shall be obtained.

E. Hearing Clinics

All hard of hearing clients (whether they have worn hearing aid or not) for whom and aid has been recommended by a specialist must be evaluated at a hearing clinic or by recognized specialist in the field before a hearing aid can be purchased. Recognized specialist in the field will furnish otological information including an audiologist report. If indicated, an evaluation by a speech therapist will be secured. All hard of hearing clients should have the benefit of a hearing clinic team, if at all practical.

The counselor on the scene will be provided the following information to enable him to make necessary appointments for evaluation at a Hearing Clinic:

1. General and specialist (Hearing) report
2. Cover memorandum providing pertinent information and indicating whether the client can be provided a hearing aid at rehabilitation expense if recommended by the Hearing Clinic.

The clinic counselor will make necessary appointments and advise the local counselor of the appointment date and time. He will issue Authorization-Miscellaneous Items to cover the cost of clinic visits sending a copy to the local counselor. He will forward all copies of the clinic report to the local counselor. He will not send the client to a Hearing Aid Company for purchase of an aid unless specifically advised to do so by thelocal counselor. If a client is sent for purchase of a hearing aid, the clinic counselor will provide the local counselor with information as to the cost and supplier of the aid so that the local counselor can complete his plan and issue necessary authorization.

It is important to remember that unless specifically stated otherwise, if a case is considered to be a center case (either physical restoration or training) that you must be prepared to provide the case with the services available in the center provided these services are recommended by the team and the counselor on the scene. This statement is made to emphasize the fact that the counselor in a center must be allowed to exercise his good judgment in determining the services needed by the client. It is understood, of course, that if any major deviation from the Rehabilitation Plan that has been considered by the counselor who is sending the case to the center, that the counselor in the center will notify the counselor involved before taking any definite steps.

F. Provisions of Items to Eligible Rehabilitation Clients

Section 20.6 of the State Plan makes general provision of items to eligible Rehabilitation clients. Below is a statement regarding problem areas that have been recognized as growing out of these provisions:

> The cost of repairing and transporting placement equipment provided Rehabilitation clients cannot be made from Vocational Rehabilitation funds during his current period of active status. Since a client is in an employment status following receipt of placement equipment, he is not eligible for additional special services relating to the particular employment objective during the current period of active status. Equipment purchased

or otherwise provided former rehabilitation clients may be repaired and/or transported to a new location as a Case Service cost for use by the same client if he has been reopened or for another client.

Equipment purchased by Vocational Rehabilitation for a client and returned to the agency to be reassigned to an eligible client may, if necessary, be repaired, stored or transported during the interim that the equipment is in possession of Vocational Rehabilitation as an administrative cost.

APPENDIX B

UNIT #1

BOWLING FOR LEARNING

I. Introduction

This unit is prepared for a group of mentally retarded young adults in Vocational Rehabilitation, Jasper, Alabama. These students range in chronological ages from 15 to 19 and mental ages from 8 to 11.

This unit was planned due to lack of any playground or gymnasium facilities and constant expression of desire for competitive sports from the students.

This was actually spanned over eight weeks with a weekly trip to the bowling lanes continued; however, it might well be extended or reduced.

II. General Objectives

A. Development of motor ability
B. Development of wise use of leisure time
C. Development of numerical skills and concepts
D Development of social and emotional maturity
E. Development of understanding and skills for everyday living
F. Using arts and crafts
G. Development of vocational adequacy
H. Development of vocational skill
I. Development of language skills and concepts.

III. Specific Objectives

A. To develop understanding and knowledge of good sportsmanship
B. To develop good eye-hand coordination
C. To help students release inner tensions
D. To promote team work
E. To help student become more socially deft

IV. Materials Needed:

construction paper
scissors
pamphlets
transportation
chart paper
television
lettering pen
score sheets
library books
magazines
money
film strips

V. Motivation

A. Discussions
  1. Some leading questions
    a. What are some public places that we may use to play?
    b. Could all of the group participate?
    c. How much will it cost?

VI. Methods (Contrived experiences with demonstrations, oral and verbal symbols, field trips)

- A. Arranging with one parent to secure us a reduced rate.
- B. Discussing how each would earn his money. (It was decided that this should be done.)
- C. Securing transportation.
- D. Selecting library books with useful information.
- E. Using information from first trip.
    - 1. Examining score sheet.
    - 2. How to keep score.
    - 3. Demonstrating techniques in throwing and controlling the ball.
    - 4. Students compose and write safety charts.
    - 5. Students compose and write experience charts.
    - 6. Evaluating personal conduct.
    - 7. Preparing bulletin board.
- F. Second Trip
    - 1. Planning the trip and setting a regular day.
    - 2. Using information
        - a. Discuss scores and make-up scores to compute.
        - b. Compute distance problems to bowling lanes.
            - 1. distance in blocks
            - 2. distance in miles
            - 3. cost to operate car @ so much per mile, etc.
        - c. Compose and figure problems on earning money for bowling.
            - 1. how much per hour
            - 2. how much per day
            - 3. how much per chore
        - d. How good health helps make good athletes and/or good workers.
            - 1. care of body
            - 2. proper diet
            - 3. proper rest
            - 4. consideration for others when you aren't well
            - 5. filmstrips on each
        - e. Reading and demonstrating to class (by each boy) skill techniques in books.
        - f. Checking magazines for cartoons on bowling.
        - g. Discussion on types of clothes and the practicability of buying such.
- G. Third Trip
    - 1. Planning trip and discussing how each would earn his money.
    - 2. Using information.
        - a. Discussion on bowling ethics and good manners.
        - b. Discussion on "What Are Good Manners."
        - c. Composing and making charts on good bowling manners.
        - d. Reading library books on etiquette.
            - 1. good manners on a date
            - 2. good manners in a group
            - 3. good manners with other boys
            - 4. good manners with other people
            - 5. good manners with family
            - 6. demonstrations by students dramatizing certain social graces are executed.
            - 7. making and composing charts on above

VII. Evaluation

A. Were the students interested?
B. Were the students cooperative?
C. Did the students improve eye-hand skill?
D. Did students gain arithmetical skill?
E. Did the students learn importance of fair play?
F. Did the students learn importance of team work?
G. Did students develop or gain more respect for skill?
H. Did they improve in social acceptance?

VIII. How General Objectives Were Accomplished

A. Developing motor ability.
  1. learning to control ball.
B. Developing wise use of leisure time.
  1. Students report going to bowling on week-ends instead of less desirable places.
  2. Looking at magazines.
  3. Reading for pleasure.
  4. Watching sports on television.
C. Developing numerical skills and concepts.
  1. learning to measure distance in blocks and miles
  2. computing wages by hour, day, week, chore
  3. figuring scores
  4. cost of bowling for each, for group, per game, per trip, per month
D. Developing health and safety habits.
  1. importance of good health
  2. importance of good safety habits

E. Developing social and emotional maturity.
  1. team work
  2. fair play
  3. making choices
  4. earning money
  5. self-satisfaction
  6. friendship with people at bowling lane
F. Developing understanding and skills for everyday living.
  1. respect for others
  2. awareness and responsibility of personal conduct
G. Using Arts and crafts.
  1. bulletin board displays
H. Developing vocational adequacy.
  1. value of earning own money
  2. respect for work and workers
  3. getting along with others
  4. reading and writing
  5. safety habits
  6. using new skills to solve old problems
  7. meeting new people
I. Developing vocational skill.

J. Developing language skills and concepts.
  1. writing and reading charts
  2. reading for information
  3. reading for pleasure
  4. student demonstrations

5. seeing humor in cartoons
6. oral discussions

RESOURCES:

Books.......... Sports, by Harold Keith

Champions and Sports, Oppeheimer, et al

If You Please, Betty Allen

Your Manners are Showing, Betty Betz

Bowling Tips, pamphlet published by A.M.F.

Fashion Line, pamphlet published by A.M.F.

Filmstrip...... Cooperating with others, Curriculum Filmstrips

Resource Persons

Pro at Bowling Lanes
Counselor

UNIT #2

SURVEYING OUR COMMUNITY FOR JOB OPPORTUNITIES

A. Industries In Our Community

1. Dairies

I. INTRODUCTION

This unit has been planned for a vocational class consisting of mentally retarded students in Vocational Rehabilitation in Selma, Alabama. These students range in chronological ages from 16 to 17 years.

The primary purpose of units pertaining to industry is to familiarize employers with our program and help students realize realistic goals in work.

Our objective is to visit as many different industries as possible during the year in order to give the students a knowledge of the variety of jobs which are in the community.

This type of unit offers opportunities for evaluation as well as teaching. A better knowledge of the student may be gained as to social adequacy, which involves emotional stability, academic and some vocational ability.

We feel that the success of this program largely depends on whether personnel understands and works together planning and coordinating as a team in reaching objectives which have been outlined.

II. GENERAL OBJECTIVES

A. Developing social and emotional maturity
B. Developing health and safety habits
C. Developing language skills and concepts
D. Developing the use of arts and crafts
E. Developing numerical skills and crafts
F. Developing vocational adequacy
G. Developing a knowledge of practical sciences

III. SPECIFIC OBJECTIVES

A. To help the student realize realistic goals in choosing a job.
B. To give employers a better understanding of the project.
C. Develop better habits of listening, attending, and observing.
D. To develop more creative thinking (sensitivity to problems, fluency of ideas, flexibility, originality, etc.)
E. To promote more understanding, better attitudes and cooperation among class members.
F. To provide students with experiences of success and feelings of security
G. To provide opportunity for exercies of democratic processes.
H. To train imagination and emotions.
I. To develop sensitivity
J. To help the student in becoming more aware of the importance of good behavior
K. To help the student realize the importance of sanitation and preservation in dairy foods
L. To help the student gain more skill in reading, writing, arithmetic and oral expression.

IV. MATERIALS

Telephone
Telephone directory
City maps
Clocks
Magic marker
Chart paper
Menus
Flour
Oil of Winter green
All types of cloth
Paints
Hammer
Nails and tacks
Wood strips or scraps of wood
Glue
Toilet tissue
Construction paper
Crayons
Clothes hangers
Cotton
Corn
Buttons
Wire
Sponges
Sugar blocks
Rope
Etc......

V. METHODS (Contrived experiences, field trips, demonstrations, displays, verbal and visual symbols)

A. Dairy Foods in relation to good health.
  1. Understanding the importance of dairy foods in our daily diet
    a. Make posters illustrating dairy foods
    b. Label and read names of foods on posters
    c. Read the names of dairy foods found on a menu
    d. Discuss the importance of dairy foods in our diet
    e. Read leading questions from blackboard on a film to be shown

f. Observe and discuss film.
g. Write sentences, or paragraphs describing a favorite dairy food as to taste, smell and appearance

2. First Field Trip (Dairy Farm)
   a. Planning for field trip
      1. Listen to reading on pasteurization
      2. Discuss the importance of pasteurization
      3. Compare the handling of dairy foods years ago and today in relation to health
      4. Discuss helpful and harmful bacteria in relation to dairy foods
      5. Read in Golden Book of Science - Chapter "Beggar Plants"
      6. Discuss chapter read as to main ideas
      7. Discuss the importance of our Health Department in relation to dairies
      8. Find and read location and telephone number of Health Department in telephone directory
      9. Spell numbers
      10. Demonstrate date of appointment of field trip on calendar.
      11. Discuss the importance of promptness of appointment.
      12. Spell day, month, year and time of appointment.
      13. Discuss, demonstrate and spell first, second, etc of month
      14. Find location of Health Department on city map
      15. Give directions from Vocational Rehabilitation to Health Dept.
      16. Discuss and dramatize improper and proper introductions.
      17. Discuss, dramatize, or pantomime acceptable and unacceptable behavior in public.
      18. Observe and discuss the use of the microscope in relation to diseases
      19. Discuss and dramatize good and poor conversation on a field trip
      20. Discuss the importance of listening
      21. Read and record mileage from cars parked at Vocational Rehabilitation
      22. Read and spell numbers in mileage
      23. Work problems pertaining to distance.
      24. Read in different levels of reading in science books on animals.

   b. Making field trip (Health Department)
      1. Student gives directions to Health Department as to left or right lane, turns, and streets
      2. Discuss and demonstrate left and right turns, lanes, etc.
      3. Read and discuss gas gauge, speedometer at different speeds, words on car such as rear heater, defroster, etc.
      4. Record time on leaving Vocational Rehabilitation and returning
      5. Record mileage on leaving Vocational Rehabilitation and returning
      6. Student asks for information at desk as to location of laboratory
      7. Student makes introduction
      8. Observe harmful bacteria under microscope
      9. Observe tests being made for impure milk and water
      10. Observe test being made of fox's head for rabies
      11. Listen to information given about each observation

   c. Using information from field trips.
      1. Discuss the most interesting thing observed on field trip
      2. Tell and read words of things observed
      3. Write and describe the most interesting thing observed
      4. Read a class story about field trip

5. Look up words in dictionary, finding meaning and syllables.
6. Read and discuss meaning of words as to use in context
7. Spell words by kinesthetic method
8. Discuss correct punctuation and capitalization in story
9. Write sentences, paragraphs, or the story as dictated by teacher
10. Drill on misspelled words by kinesthetic method
11. Work exercises pertaining to correct uses of grammar, using sentences from chart context
12. Discuss each paragraph of story as to main and specific ideas
13. Work exercises pertaining to correct uses of grammar, using sentences from chart context
14. Discuss diseases and poor health in relation to medical expenses
15. Work problems pertaining to medical expenses
16. Work drill practices daily in addition, subtraction, multiplication, division or simple fractions, starting at the level of the student.
17. Work problems pertaining to cattle and feed.
18. Determine time and mileage from recordings

B. Second Field Trip

1. Planning for second field trip.
    - a. Find and read location and telephone numbers of dairies in directory
    - b. Discuss the difference between a dairy farm and a dairy plant.
    - c. Observe and listen to a film on dairy farms
    - d. Discuss main ideas in film.
    - e. Discuss health, feeding and breeding of cows in relation to productivity of milk
    - f. Discuss kinds of jobs expected to be found on a dairy farm.
2. Making Second Field Trip.
    - a. Read and discuss highway signs.
    - b. Count cows in the outside dairy.
    - c. Student makes introductions
    - d. Converse with employees and manager
    - e. Milk cows with hands and milkers
    - f. Observe the process of milking
    - g. Listen to dairy foreman as to breed of cows, quantity and quality of milk, etc.
3. Using Information from Field Trip
    - a. Determine mileage and time from recordings
    - b. Tell, read and spell names of things observed
    - c. Describe one thing observed
    - d. Work problems related to bushels and pounds of feed and cost of cows
    - e. Discuss kinds of jobs observed and abilities needed for each
    - f. Work problems related to wages on a dairy farm
    - g. Make creative bulletin board murals in groups or individually of ideas gained from experience.
    - h. Compose titles for murals
    - i. Compose and read stories, poems, or songs pertaining to ideas gained from experience.
    - j. Class read from chart the most well liked story composed by a class member
    - k. Discuss main and specific ideas brought out in paragraph of story
    - l. Discuss correct punctuation and capitalization of sentences.
    - m. Work exercises on punctuation and capitalization composed by teacher
    - n. Write story as dictated by teacher

- o. Break misspelled words in syllables by using the dictionary
- p. Spell by kinesthetic method
- q. Rewrite sentences using misspelled words as dicatated by teacher
- r. Work exercises of root words, suffixes, and prefixes composed by teacher
- s. Discuss the meaning of words from context of chart, such as hole, hold, whole
- t. Make sentences written or orally with the words.
- u. Spell the words
- v. Give words describing things observed on trip.
- w. Give words describing action of things observed
- x. Read words from black board.
- y. Compose creative sentences using descriptive words and actions
- z. Students evaluate themselves as to behavior, conversation and introductions on trip
- aa. Determine time of mileage from recordings
- bb. Write letter to employer.

C. Third Field Trip (Dairy Plant)

1. Planning for field trip.
   - a. Discuss kinds of jobs expected to be found in a dairy.
   - b. Observe and discuss film on dairy plant as to main ideas
   - c. Find and read telephone number and location of dairies.
   - d. Locate plants on city map
   - e. Read industry words and abbreviations
   - f. Demonstrate and discuss time of appointment on clock.
   - g. Work problems related to time.
   - h. List and read all sounds heard in classroom situation in a given time
   - i. Pantomine unacceptable behavior in a dairy plant
   - j. Discuss safety in a dairy plant.
   - k. Dramatize poor listening on a tour in a dairy plant
2. Making Field Trip
   - a. Record time and mileage on leaving and returning to Vocational Rehabilitation
   - b. Student gives directions as to location of plant
   - c. Read street signs
   - d. Student makes introductions
   - e. Observing for unusual things or people
   - f. Conversing with manager
   - g. Observing operations of plant
   - h. Listening to manager as to operation of plant
   - i. Observe containers of dairy products as to gallons, quarts, etc.
3. Using Information From Field Trip
   - a. Determine mileage and time from recordings.
   - b. Write and describe the food which was eaten or drunk on a field trip as to appearance, taste and smell
   - c. Tell and read words of things observed
   - d. Tell and read actions of things observed
   - e. Make sentences using words from blackboard
   - f. Compose a class story from field trip
   - g. Read and discuss as to main and specific ideas of each paragraph
   - h. Spell words from context by kinesthetic method of teaching
   - i. Work exercises pertaining to capitalization, punctuation, uses of verbs, prefixes and suffixes, vocabulary, etc., as composed by teacher
   - j. Pantomime most well liked job and evaluate self as to potentials
   - k. Make animal characters.

- l. Compose a pantomime and dramatization in relation to characters as people
- m. Evaluate self constructively as to behavior, introductions and conversations
- n. Discuss interesting things observed in the process of processing of milk
- o. Work daily exercises in addition, subtraction, etc.
- p. Read and spell numerical words and abbreviations, (gallons, quarts, etc.)
- q. Read from dairy containers
- r. Work problems related to quarts, pints, etc.
- s. Write a letter to employer

D. Fourth Field Trip - Grocery Store

1. Planning for Field Trip.
    - a. Discuss milk from the dairy farm to the grocery store.
    - b. Class plans and makes a survey sheet for dairy products
    - c. Read and discuss survey sheet
    - d. Find, read names and location of grocery stores
    - e. Locate some of the stores on city maps
    - f. Discuss types of jobs expected to be found in a grocery store
    - g. Plan to observe for the happiest, saddest or funniest looking person observed on a trip.
    - h. Plan and write kinds of noises heard in store
    - i. Plan to observe for behavior and appearance of people in store.
    - j. Discuss the importance of refrigeration of dairy products.
    - k. Dramatize the correct way for each student to express appreciation of employer's time.
    - l. Choose and discuss the neatest boy in class
    - m. Discuss the importance of appearance in public
    - n. Demonstrate and discuss scales as to pounds and ounces
    - o. Weigh different things and read scales
2. Making Field Trip.
    - a. Observing and reading different containers of dairy products.
    - b. Completing survey sheet
    - c. Observing people about them.
    - d. Listening for different noises
    - e. Reading numerical terms
    - f. Observing type of refrigerationin grocery store
    - g. Students expressing appreciation for field trip
    - h. Assuming responsibility for acceptable behavior of slef.
    - i. Observing employees performing different jobs.
3. Using Information From Field Trip
    - a. Evaluate selves as to conversation, and behavior on field trip
    - b. Read prices of different dairy items from individual survey sheet
    - c. Compare prices from survey sheets as to correct surveys by individuals
    - d. Read words from dairy cartons
    - e. Look in dictionary as to meaning of words.
    - f. Use words in sentences orally or written
    - g. Read and spell numerical words and abbreviations
    - h. Write sentences using numerical words.
    - i. Demonstrate and discuss thermometers
    - j. Students demonstrate different degrees on thermometer.
    - k. Discuss the type of refrigeration used in grocery store for dairy foods
    - l. Discuss dairy foods sold in gallons, pounds, etc.
    - m. Work problems using information from survey sheet.

n. Work drill practices in addition, subtraction, etc., daily as to level of student.
o. Read sounds heard in store
p. Discuss noises heard which can make a place uncomfortable in which to live
q. Tell or write about the funniest, saddist, etc., person observed.

This unit could be expanded around a homemaking unit such as planning, buying, preparing and serving meals using dairy products.

APPENDIX C

Appendix B consists of eight Vocational Rehabilitation forms which are applicable to pupil-clients included within this project. Only copies to be distributed to Project and Vocational Rehabilitation personnel include those forms.

APPENDIX D

STATE OF ALABAMA
Department of Education
Montgomery 4, Alabama

April 16, 1963

MEMORANDUM

TO: Liaison Rehabilitation Counselors, Workshop Managers and Teachers of Special Classes under R & D Project

FROM: O. F. Wise

The original plan for the establishment of the Special Education-Rehabilitation Program in selected school systems and carried out in local rehabilitation facilities and workshops carried five main points. These were developed between Vocational Rehabilitation and Special Education in the State Department of Education and the Special Education Department of the University of Alabama. They were: (1) purpose, (2) justification, (3) selection of pupil-clients, (4) methodology, and (5) evaluation. A write-up of these under the heading "An Investigation of the Terminal Public School Special Class Curriculum and Environment and Vocational Rehabilitation of Mentally Retarded Young Adults" is attached.

Since there was a Research and Demonstration Project carried out by the Special Education Department of the University in conjunction with these organized Special Education-Rehabilitation classes, Dr. Harvey and his staff had responsibility of the Federal Vocational Rehabilitation Administration. A review of this project was made during the fall of 1962. Since that time a second statement has been developed which, in effect, clarifies and to some extent expands upon the original write-up. This write-up is attached and carries a heading of "A Rearrangement on Three Factors Affecting the Original Statement Relating to Special Education-Rehabilitation Classes."

The second attachment grew out of a conference between Dr. Jasper Harvey, Mrs. Alpha Brown and me. It, of course, is based on suggestion of Mr. Calmes and Mr. Schubert from the regional office of the Vocational Rehabilitation Administration.

Dr. Harvey, Mrs. Brown and I agree that the original statement and the revised statement should both go to the Vocational Rehabilitation Counselors, Special Teachers, and Workshop Managers. I am mailing three copies of these to the Rehabilitation Counselor and asking him to make the distribution. We believe that it would be good for the three to discuss this together.

This can be discussed at the May meeting.

cc: Mrs. Alpha Brown, Dr. Jasper Harvey, Area Supervisors, Mr. Waller, Mr. McFaden, Mr. Hudson

AN INVESTIGATION OF THE TERMINAL PUBLIC SCHOOL SPECIAL CLASS CURRICULUM AND ENVIRONMENT AND VOCATIONAL REHABILITATION OF MENTALLY RETARDED YOUNG ADULTS

Purpose:

1. To establish eleven demonstration projects for mentally retarded young adults in selected rehabilitation facilities in cooperation with the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children of the State Department of Education, local county and city boards of education, local rehabilitation facility boards, and the College of Education of the University of Alabama;
2. To demonstrate how cooperating agencies may assist in an organized program for the terminal education and rehabilitation of the mentally retarded;
3. To develop curricula for the mentally retarded young adult which consider the rehabilitation process as an integral and inseparable function;
4. To develop a procedure which will be useful to the Vocational Rehabilitation Counselor in his work with the mentally retarded young adult;
5. To identify factors which seem to contribute to success or failure in selection, training, and placement of mentally retarded young adults; and
6. To make a systematic follow-up on clients placed to determine the relative success of the program.

Justification:

In the proposed project the pupil-client's participation will be brought together in one special class-workshop situation within a rehabilitation facility rather than having clients distributed in special classes throughout local city and county schools. It is this concept which is unique and which has promise as demonstrated by a cooperative program in the Selma, Alabama Civitan Training Center. The workshop manager, rehabilitation counselor, and other individuals would not be required to work with a large number of teachers who would require extensive orientation for effective participation. When clients are distributed throughout a system, it is not possible for teachers to relate classroom activities effectively with those of the facility.

The contribution which the proposed project is expected to make to the Vocational Rehabilitation program and its uniqueness are based upon the following:

1. Investigation of existing evaluative training programs indicates that no state has attempted a similar demonstration project;

2. The project has been planned cooperatively by the Division of Rehabilitation and Crippled Children and the Program for Exceptional Children, both of the Alabama State Departmentof Education, local county and city boards of education and their superintendents, and the boards of workshop facilities, as well as the College of Education of the University of Alabama; and

3. The curricula involved will be of value for subsequent curriculum building.

Selection of pupil-clients:

Selection of pupil-clients to be placed in the demonstration projects is a critical factor. Written permission will be secured for medical and psychological evaluation and for participation in the demonstration project. The team approach will be used in determining who should be placed. A local evaluation committee will operate for each of the facilities. Membership of the committee will consist of:

1. Local superintendents of schools, where possible;
2. Local supervisors of instruction;
3. Rehabilitation counselor;
4. Director of facility;
5. Principal of referring school;
6. Referring teacher;
7. Teacher of demonstration class;
8. and where possible the psychologist; social worker, and employer.

Records to be obtained in addition to the school's cumulative folder will be (1) a psychological evaluation by a qualified psychologist; (2) general medical examination with referral to specialized areas as needed; and (3) general case history and home visitation.

Medical and psychological evaluations are to be the responsibility of the local school district, where possible. Vocational Rehabilitation will obtain such services when a local school district is unable to provide them. Generally, it will be the responsibility of the psychologist, rehabilitation counselor, and/or teacher to develop the social case history.

Pupils considered for the project will be within the chronological age range of 15-21 and the intelligence quotient of 50-75. In border-line cases it will be the function of the local evaluation committee and the appropriate University personnel to recommend placement.

Methodology:

Basic to the methodology is the concept that the pupil-client will be removed from the project at the earliest possible date. As soon as one client has been placed, another pupil within the area will be brought in and the process will be begun anew with that individual. It is believed that with an initial number of eight (8) for each class, some thirty-six (36) to forty (40) pupil-clients will be serviced in each demonstration center during the three-year period of the proposed project.

In no way is the methodology of the project construed to be a way of relieving the public school of its responsibility of providing a terminal program for the upper age mentally retarded young adult.

Each teacher is to be a regular member of a faculty, assigned to a specific school with teaching and program responsibilities centered at a rehabilitation facility

Evaluation:

The initial six months of the program will be an evaluation period for the clients on a group and individual basis. Emphasis will be placed upon determining behavioral and attitudinal characteristics of each pupil-client and the determination of academic assets and liabilities which he presents. During that period, the teacher also will be drawing from the workshop items for exploratory work; i.e., work samples and simple home mechanics as a beginning of evaluation for determining the rehabilitation related to his needs from the vocational aspect. At the end of the initial six months period the local evaluation committee will evaluate the progress of each pupil-client. Insofa as is possible, classification or recommendation will be made within these four categori

(1) Client cannot profit sufficiently from further training or experiences to justify his remaining in project special class;

(2) Client has potential for training and employment only under workshop conditions;

(3) Specific recommendation made for vocational training in an objective available in the facility; or

(4) Client is considered a candidate for on-the-job training, training at one of the trade schools, or other type of training and placement outside the workshop.

Experience with the pilot study in the Selma Civitan Training Center has indicated that the initial six months period in which the client is in the program is curcial. The special teacher, workshop manager, and others closely associated with the program must be aware at all times that the primary objective of the program is evaluation and establishing of a vocational objective for each pupil where possible. For example, those concerned with the Selma pilot study felt that at the end of the fourth month two clients demonstrated little if any vocational potential, two were considered for employment only in a sheltered workshop with some feeling that they never would be able to function in competitive employment, one client was recommended for return to the regular school program, and one client was recommended for training for placement in employment outside the workshop. The evaluation committee indicated that a longer period of evaluation was necessary to make recommendations on the remaining four pupil-clients. Recommendation has been made by the Selma team that every effort be made to establish a tentative recommendation by the end of the initial six months period. It was noted, however, that there always will be the probability that a limited number of border-line cases will need further exploration.

A Rearrangement on Three Factors Affecting the Original Statement Relating to Special Education-Rehabilitation Classes

(1) Selection of Pupil-Clients. The Proposal, which is our contract now reads: "Pupils considered for the Project will be within the chronological age range of 15-21 and intelligence quotient range from 50-75. In border-line cases it will be the function of the local evaluation committee and the appropriate University personnel to recommend placement." This will be changed to read: "Those selected for admission to Project Classes shall be within the chronological age range of 16-21 and intelligence quotient range of 50-75. In cases termed border-line it should be the discretion of the committee to make final recommendation for placement. To meet vocational rehabilitation requirements and program for exceptional children requirements any youth who places below 50 intelligence quotient points or above 75 shall be reported in writing to the Project Office as accepted for placement, with records reflecting the reason or reasons for deviating from the 50-75 range." In regard to the change from a minimum chronological age of 15 to a minimum age of 16, this standard is not retroactive, therefore, any youth who now is in any project class who has not reached his or her 16th birthday will be continued as pupil-clients. This change is based upon experience gained from the initial year's operation of the Project. It has become increasingly evident that even the acceptance at 16 chronological years requires a lengthy process with the distinct possibility that a pupil-client will become discouraged prior to reaching a vocational objective within the Project's stated time of three years.

(2) The Proposal now states under Evaluation: "The initial six months of the program will be an evaluation period for the clients on a group and individual basis. Emphasis will be placed upon determining behavioral and attitudinal

characteristics of each pupil-client and the determination of academic assets and liabilities which he presents. During that period, the teacher also will be drawing from the workshop items for exploratory work; i.e., work samples and simple home mechanics as a beginning of evaluation for determining the rehabilitation for each pupil. Each student's program will become increasingly related for his needs from the vocational aspect. At the end of the initial six months period the local evaluation committee will evaluate the progress of each pupil-client. Insofar as is possible, classification or recommendation will be made within these four categories:

1. Client cannot profit sufficiently from further training or experiences to justify his remaining in project special class;
2. Client has potential for training and employment only under workshop conditions;
3. Specific recommendation made for vocational training in an objective available in the facility; or
4. Client is considered a candidate for on-the-job training at one of the trade schools, or other type of training and placement outside the workshop.

In UA-OVR-49 a 5th category was added at Mr. Schubert's suggestion. That 5th criterion reads: "Pupil-client appears to have sufficient potential to warrant 'adjustment training' in the workshop for the purpose of developing more personal, social and work maturity essential to the termination of a specific vocational objective." There will be no change in the above stated plan except as follows:

> The Alabama State Plan for Vocational Rehabilitation allows an individual to be kept on continued re-evaluation, with more specific terminal time noted. The general statement indicates a 9 months period as feasible, with an additional period permitted with justification. As in the original proposal the initial 6 months evaluation will stand. To meet the9 months criterion each pupil-client shall be evaluated at the end of the next 3 months period. Should the decision be made to continue a pupil-client within the status of "continued re-evaluation" after the initial 9 months, re-evaluation is required every 3 months thereafter. The initial 6 months evaluation and each 3 months evaluation shall be reported in writing to the Project Office on a regular form furnished by the Project Office. (A copy is attached.)

Since each pupil-client will be within the case load of the liaison rehabilitation counselor the screening committee must rely on the rehabilitation counselor to guide them concerning eligibility requirements. Since the liaison rehabilitation counselor is a member of each Admissions and Dismissals Committee there is ease of obtaining advice on this point. The reasons for this change are self-evident:

1. The recommendation made by the counselor is based on consultation with the total committee,
2. There are vocational rehabilitation provisions of the State Plan which must be met and the rehabilitation counselor is the only member of the team who is fully aware of the regulations.

(3) The Proposal now states that the membership of the committee will consist of:

1. Local superintendents of schools, where possible;
2. Local supervisors of instruction;
3. Rehabilitation Counselor;
4. Director of Facility;
5. Principal of referring school;
6. Referring teacher;
7. Teacher of demonstration class;
8. and where possible the psychologist; social worker, and employer.

The first year's experience indicates that there must be unqualified agreement among the project teacher, the liaison rehabilitation counselor and the facility manager prior to a change in pupil-status. The general availability of these three individuals for consultation indicates that when a client is ready for change an agreement is minimal, with such agreement being reached in conference. It is hoped that each of the other members of the committee will be able to meet at that time. Should such a total committee meeting not be possible a verbal agreement, either by telephone or by letter, shall be obtained. Each project teacher shall serve as secretary to the committee. It shall be her duty to inform the chariman of the need for a committee meeting. Each meeting of the committee, in whole or in part, shall be written up as minutes and kept as a permanent record. The committee acts in two specific areas:

1. Evaluation of eligibility and feasibility of a potential pupil-client.

2. Evaluation for a specific objective within the five categories outlined in #2 above.

Attached is a suggested report form.

December, 1962

REPORT OF CLIENT EVALUATION BY LOCAL
ADMISSIONS AND DISMISSALS COMMITTEE

NAME OF CLIENT____

Project______________________________

Date of Evaluation______________________

LIST OF MEMBERS CONCURRING

______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

CHECK ONE OF THE FOLLOWING CATEGORIES AS INDICATIVE OF THE RECOMMENDATION MADE:

(1) Client cannot profit sufficiently from further training or experiences to justify his remaining in project special class; ____

(2) Client has potential for training and employment only under workshop conditions; ____

(3) Specific recommendation made for vocational training in an objective available in the facility; ____

(4) Client is considered a candidate for on-the-job training, training at one of the trade schools, or other type of training and placement outside the workshop; or ____

(5) Pupil-client appears to have sufficient potential to warrant "adjustment training" in the workshop for the purpose of developing more personal, social and work maturity essential to the termination of a specific vocational objective. ____

REMARKS____

____

____

____

APPENDIX E

UA-OVR-52

TO: Teachers of Research and Demonstration Project Classes

FROM: Jasper Harvey

SUBJECT: Progress reports to all Superintendents
Progress reports to Parents/Guardians

Reports to Superintendents. As was pointed out in the first year's Project Report, one of the weaknesses within the project last year was lack of articulation between classes and superintendents. Mrs. Embry writes each superintendent relative to the classes and teachers, as she visits, but a personal, written report from the individual teacher is necessary. This is a further method of establishing rapport between your class and the school system.

Such reporting may be done in the form of a succinct and informative letter. You should mention the number of pupil-clients, the number from the city and/or county, the number remaining from last year's class, the number of pupil-clients placed on jobs during the 1961-62 school year, the kinds of activities and/or materials used (such as the "Y" program, units, etc), the curriculum you have established, and workshop experiences available to pupil-clients.

It has been indicated that each superintendent will greatly appreciate having such information on record for his personal use and as a source for informing other interested individuals as to the exact activities of your class. These letters or reports must be sent at least twice each school year, one each semester. Should you desire to do this more often, we urge you to do so. A copy of all such reports should be filed in the classroom and a copy sent to this office.

Reporting to Parents. It is hoped that you have devised some definite plan for reporting to parents. This should be in some written form and made periodically preferably every six weeks or 9 weeks. It is not necessary to develop a long, detailed form. A few well-written, simply worded sentences will suffice. You should mention progress in academics or tool subjects as well as social adjustment (using the ideas listed on page 157 First Year's Report), personal habits, attitudes and personality traits, work habits, and the like as on pages 119-120 of first year's report.

You might divide your report into two parts: (1) classroom, and (2) workshop experiences upon which to base your observations or remarks. In case of adverse criticism for any given pupil-client, where possible, balance with complimentary remarks or statements of successful experiences.

This report should be filed in each client's records.